

Homework Guidance:

Introduction

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

This guidance has been written in light of the views expressed from teachers, children and feedback from parents. The intention is to provide clarity on the school's position on homework, and to make sure there is a consistent and progressive approach throughout the school, ensuring it helps children to feel confident and successful learners.

Rationale for Homework

Homework is an important part of a child's education, and can add much to a child's development. We recognise that children can benefit greatly from the complementary learning that they do at home, children don't stop thinking and learning at the end of the school day. One of the aims of our teaching is for children to develop as confident and independent learners, and we believe that completing home tasks is one way in which children can start to create good habits early - acquiring the skills of independent learning.

Furthermore, at Carlyle, we acknowledge the importance of parents and families spending quality time together and understand that the amount of homework during school-free time should not impinge on this. Therefore, we aim to establish a sensible and effective diet of great homework that supports and encourages family time and works alongside other commitments whilst also developing knowledge and skills.

Intent

The aims and objectives of homework are:

To provide opportunities for extended practise

Research suggests that homework is more effective for younger pupils when it builds confidence and fluency. The more you practise something, the better you become at it and the better you feel about it. This helps develop self-esteem and confidence in children, which in turn helps with well-being and positive mental health.

To develop pupil's capacity for independent learning.

This helps secure transition into the next stage of their learning journey. This type of homework can be longer and more open-ended, providing opportunities for children and parents to choose and explore subjects in self-directed and/or creative ways. There will be a selection of optional tasks set over each half term for children to complete. Opportunities, materials and support will be provided in school if children choose to complete it over a few lunchtimes.

The importance of Reading with your child - at all ages and stages.

Whilst we will be setting additional homework, the most important and helpful thing you can do to help your child is to read with them, even if they are fluent, free readers. Evidence suggests that children who read for enjoyment every day develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. Learning to read is about listening and understanding, as well as working out what's printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read. Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.

Implementation

Reading homework activities.

We often get asked how parents can support reading at home, especially with older children. We have a dedicated page, with downloadable booklets, on our website:

<https://www.carlyle.theharmonytrust.org/page/read-achieve-succeed>

Whilst the importance and benefits of daily reading cannot be overemphasised, we recognise that this is not always possible. Therefore, we expect all children to read a minimum of 3 times per week at home. This should be with a parent/adult.

Home Reading Books

Across Reception and KS1, we give children books to take home and read with their parents. There are three types of books: One is a phonics book linked to the sounds your child is working on in class. These are at the correct level for your child to practise and consolidate decoding phonic skills they are working on in class.

The second is a book banded book. These books are not fully decodable and are expected to be used weekly to enhance reading through shared opportunities with adults at home. Children will not be able to fluently read every word in these texts, however the content will broaden their enjoyment for reading. It is expected that they will be able to read some words with growing knowledge, segmenting and blending, or having a parent/carer read parts.

We will provide a Reading Record, which will support home/school communication and dialogue around reading. These will be regularly read and acknowledged by a member of the teaching team, including our learning support assistants.

Further Reading Opportunities

Children will visit the school library fortnightly and choose a book that interests them to share at home.

Our online reading platform, Phonics Bug will also be matched to the child's ability and offer further reading opportunities in a different form.

Children in Reception and Year 1 may also receive phonics tasks to practise at home. Reading comprehension may be sent home in Year 2, this helps children practice skills, knowledge and focus required to meet the end of year standards.

Types of homework set:

There will be three main types of homework set:

- A) Weekly routine - regular reading, Phonics/ SPAG consolidation, number work, times tables
- B) Online learning activities/ quizzes. These are designed to support and consolidate in-class learning.
- C) Once per half term - research, open-ended projects, creative product-making, choices. These should light a fire, broaden pupils' horizons and help them get stuck into a topic.

Purple Mash is the online platform that we use to set homework and help support children. Please make sure your child has their login and password. We are happy to continue funding these opportunities, as they do really help with pupil learning, however this will be reviewed yearly for cost effectiveness, based on pupil usage.



Homework Challenges

Type A.

Reminders to children to read at least 3 times a week either on their Phonics Bug or their reading book and sign their reading diary, practise their phonics or SPaG words and learn key topic vocabulary. These will be shared on Class dojo pages. Children will also be asked to practise counting, times tables and other regular routine rehearsal.

SPaG/phonics will be based on phonic patterns, high frequency words and words from the statutory year specific spelling lists. Spellings in Reception and Y1 will be assessed through the children's application in their writing. There will not be a formal test. In Year 2, the children will complete dictation exercises as an opportunity to apply their spelling knowledge.

Type B





Teachers will set weekly activities on Purple Mash to consolidate in-class learning. This may involve a variety of Maths, English, Science, Computing tasks. They will be set as 'To Dos'. Please ask your teacher if you need help navigating the platform to find these activities.



Type C:

Topic homework is varied and can include specific or research activities. It may include collecting or finding things related to the topic or even speaking to a grandparent/adult about their experiences etc. Work will be celebrated in a gallery style class exhibition. Please be aware that children copying and pasting facts from the internet has little to no value, therefore we ask research is presented in children's own words. Where appropriate, we will be supporting children in school by 'pre-teaching' key facts and vocabulary' linked to the topics being taught the following term. This helps them to access teaching in class, and be able to commit key facts to their long-term memory. These activities will help to promote parent-child interaction and should offer a range of ideas and activities.

An example of Type C:

Half-termly Choices		
<p><u>History</u></p> <p>Talk to older relatives and try to find out where they used to go on holiday.</p>  <p>How was it different from today? What did they use to do there?</p>	<p><u>Writing Task</u></p> <p>Time for an Ice Cream Party at the beach! Write an invitation to everyone who you would like to come along. Alternatively, you could make a poster to tell all your guests what different flavours of ice cream you have.</p> 	<p><u>Maths</u></p> <p>Fish & Chips is a seaside tradition. Create your own fish and chip shop menu including prices up to £1.00</p>  <p>EXT: Write down how much change you would get from £1.00 if buy one or more of the items.</p>
<p><u>Maths</u></p> <p>Find some things you could sell in your seaside shop and give them a price tag. Remember that if someone buys 2 or more items, you will need to find the TOTAL by adding both amounts together.</p> 	<p><u>Topic</u></p> <p>Can you make a poster comparing different seaside locations in the UK?</p> 	<p><u>Art/D&T</u></p> <p>Create a friendly sea creature. Draw a picture and describe it using adjectives (at least 3 sentences).</p> 

Expectations:

We expect the children to consolidate and reinforce the learning done in school through practise at home.

We set homework challenges routinely on Tuesday of each week and expect them to be completed by the following Monday. The half termly Topic challenges will be sent home in the Home Learning Book during the first week, and can be brought into school at any point across the half term.

Inclusion and homework

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. Please contact your class teacher if you feel the content needs adjusting for your child.

The role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature please contact the Key stage leaders. If they wish to express serious concerns regarding the school homework policy, or their questions have not been answered to their satisfaction, parents should contact the Headteacher.

Monitoring and review

We plan to review this policy in Summer 2023 following parental feedback and pupil and staff forums.