



Together, we nurture the seeds for success!

Homework Policy

2020-21

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Introduction

At Foley Infant Academy, we believe that the best way to facilitate personal and academic growth in our children is by working in close partnership with our families and providing opportunities for the parents and carers to be closely involved in the education of their children. One of the ways we foster this partnership with parents and carers is through learning opportunities provided at home i.e. homework.

Aims

Our homework policy is designed to:

- promote a partnership between home and school in supporting each child's learning;
- reinforce knowledge and practise skills learnt in school so that children can remember more for longer;
- support the development of positive attitudes to learning;
- support the development of independent, motivated, self confident learners;
- support children to take greater responsibility for their own learning as they get older.

These aims are underpinned by a number of core principles that will ensure that our approaches to homework meet the intended aims. These are:

- Homework set by school in core subject areas should mainly focus upon reinforcing key concepts already taught within school and the practise of key skills;
- Research shows that spaced practise has greater benefits than massed practise therefore we will reflect this in our policy by recommending a little and often approach to homework;
- Homework needs to be manageable for both staff in school and parents at home;
- Homework should focus upon developing skills and accumulating knowledge over time. These experiences are of far greater benefit than one off activity based tasks;
- Homework linked to themes and topics can give children and families the opportunity to go beyond the scope of the curriculum at school and further enhance the learning experience for our children;
- Personalised homework targeted at specific individuals can be an effective way of revisiting and reinforcing areas where understanding is not yet secure. Partnerships with parents and carers will be encouraged where there are concerns about a child's attainment and/or progress.

Roles and responsibilities

Teaching Staff

Each teacher will:

- Set meaningful homework to pupils within their care in line with the recommendations of this policy
- Where required, provide feedback to the child and/or parent. This could be done in a wide variety of ways:
 - Through comments in children's reading records (currently restricted due to COVID19)
 - Verbal comments to the child and/or parents
 - Discussions at parent's evenings
 - Scores in spelling checks
 - Acknowledgement through school reward systems – family points, stickers, mentions in assemblies, praise from the Head of School
- Liaise with parents where there are ongoing concerns regarding homework

Parents

Parents play a vital role in the education of their children and research acknowledges the huge impact that high parental engagement has on the outcomes and life chances of children:

In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.

(Desforges 2003)

- We ask all parents to show an interest in the school life of their children and discuss what their child is doing at school.
- We want all parents to encourage their child to complete the homework tasks that are set and to support them to complete tasks where required.
- We ask parents to provide a suitable environment which will allow children to concentrate on the task at hand and enable children to do their best.
- We encourage all parents to explore themes and topics of learning in school at home by looking at additional books, video clips, attending the local library and going on relevant trips

Pupils

All children will be expected to have a go at their homework and complete the learning opportunities set. As children move through the school we want children to become more independent in their approach to homework, moving from homework that is always led by an adult to taking greater responsibility, completing tasks on their own and remembering to do the tasks set.

Leaders and staff will work to support any child who is having difficulty in completing their homework.

Types of homework

At Foley Infant Academy, we set a range of different types of homework across a wide range of subjects. Reading books are provided on a weekly basis and we have access to a number of online packages that support the learning of the children in different areas. Not all homework will necessarily be written and it may involve a talk topic, playing games or bringing an item into school.

As children progress through the school we expect children to be able to do a little more time each day and in year 2 we introduce an weekly piece of homework linked to either English or Maths.

Pre-school

We aim to develop good habits around home learning as early as possible in a child's education and will be suggesting tasks across the year to support your child's development across many areas of learning. Ongoing tasks are as follows:

- Sharing, reading and discussing books together on a regular basis
- Actively involving the child in conversation and narrating life
- Focus on mathematical skills that can be completed in the home/outdoor environment based around number, counting, shape, colour, size, position and problem solving.
- Listening to sounds around us
- Developing an appropriate pencil grip when mark making, painting and writing as well as practising cutting and sticking activities
- Exploring, observing and discussing the world around us, for example, weather, nature, buildings, transport.

These activities should be integrated into daily living and as such there is no time expectation allocated to homework within Pre-school.

Reception

The homework tasks from pre-school develop, and activities become more formalised during your child's reception year. All of the tasks identified in Pre-school are still vitally important but in Reception we also include:

- A phonics reading book to support your child's ability to decode written words
- A home sharing book for you to enjoy with your child – your child may not be able to read the words in this text
- Tricky words to learn to read and spell
- Phonics sheets sent home to coincide with in-school phonics provision
- Access to online subscriptions to support early reading and phonics skills
 - Oxford Owl – Online texts <https://home.oxfordowl.co.uk/>
 - Floppy's Phonics Extra Practise Zone - <https://www.oxfordowl.co.uk/for-school/floppy-s-phonics>
- Suggestions of practical activities will be shared with parents through a termly curriculum overview linked to the skills and topics covered in each term.
- Practical maths activities that relate to specific aspects of maths covered in class will be shared with parents through a termly curriculum overview linked to the skills covered each term

Our expectation is that approximately 10 minutes a day to be spent upon these activities.

Year 1

In year 1 good habits around homework should be forming and the expectation increases slightly again. In addition to all of the tasks identified in Reception we now also include:

- Reading and spelling activities linked to phonics (real and pseudo words) and the common exception words
- Access to the online subscription of Numbots to support mathematical understanding and fluency

Our expectation is that approximately 15 minutes a day to be spent upon these activities.

Year 2

In year 2 again the expectations linked to homework increase and in addition to previously identified tasks we now also include:

- 1 set piece of home work per week linked to a core area - either reading, writing or maths.
- Access to the online subscription of Times Table Rock Stars to support times tables understanding and fluency

Our expectation is that approximately 15 minutes a day to be spent upon these activities in addition to completing the additional piece of homework.

The expectations for our progression in homework across year groups can be seen in the table in Appendix 1.

Individual needs

In addition to the usual school provision there will be times when children may require a more personalised approach to homework. This may be the case where a child has struggled to grasp a new concept, just needs a little more time and practise or where there are ongoing discussion linked to specific needs with the school special educational needs coordinator. During these times the class teacher will speak to you about the specific tasks to be done that will further support the work of the school.

Impact

By working together closely in partnership, through this homework policy, we believe that we are giving the children opportunity to reinforce their learning in school and build a secure foundation for success!

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Appendix 1 – Progression in homework at Foley Infant Academy



Provision in each year group builds upon, and adds to, the provision introduced in previous year groups

	Pre-School	Reception	Year 1	Year 2
English	<p>Sharing, reading and discussion books together on a regular basis</p> <p>Actively involving the child in conversation and narrating life Listening to sounds around us</p> <p>Developing an appropriate pencil grip when mark making, painting and writing as well as practising cutting and sticking activities</p>	<p>A phonics reading book to support your child's ability to decode written words</p> <p>A home sharing book for you to enjoy with your child – your child may not be able to read the words in this text</p> <p>Tricky words to learn to read and spell Phonics sheets sent home to coincide with in school phonics provision</p> <p>Access to online subscriptions to support early reading and phonics skills (Oxford Owl/Floppy's Phonics)</p>	<p>Reading and spelling activities linked to phonics (real and pseudo words) and the common exception words</p>	<p>1 set piece of home work per week linked to a core area - either reading, writing or maths.</p>
Maths	<p>Focus on mathematical skills that can be completed in the home/outdoor environment based around number, counting, shape, colour, size, position and problem solving.</p>	<p>Practical maths activities that relate to specific aspects of maths covered in class will be shared with parents through a termly curriculum overview linked to the skills covered each term</p>	<p>Access to the online subscription of Numbots</p>	<p>1 set piece of home work per week linked to a core area - either reading, writing or maths.</p> <p>Access to the online subscription of Times Table Rock Stars</p>
Wider Curriculum	<p>Exploring, observing and discussing the world around us, for example, weather, nature, buildings, transport</p>	<p>Suggestions of practical activities will be shared with parents through a termly curriculum overview linked to the skills and topics covered in each term.</p>		
Time Expectation	Ongoing	Approximately 10 minutes daily	Approximately 15 minutes daily	Approximately 15 minutes daily +Set Weekly Task