

Mortimer St. John's Church of England Infant School

Policy			
Policy Number	Curriculum	Date of Issue	March 2019
Status		Review Date	March 2021
		Issue Number	6

MORTIMER ST. JOHN'S CE INFANT SCHOOL

HOMEWORK AND FAMILY LEARNING POLICY

1. Introduction

This policy was compiled by the Headteacher and staff, and approved by the Governors.

2. Aims

Homework reflects and reinforces classroom learning. It is an activity for pupils, supported by parents and carers. Homework has several aims.

1. It helps develop an effective partnership between school, parents and other carers in supporting learning.
2. Homework consolidates, reinforces and extends classroom learning in a range of subject areas but in particular Maths and English so that the children make greater progress.
3. It gives all children the opportunity to continue their learning outside school.
4. It enhances and extends children's learning by developing their learning skills, concentration and independence.
5. It encourages pupils, as they get older, to develop the confidence and self-discipline needed to study and prepares the oldest children for the requirements of Key Stage 2 and lifelong learning.

Through the implementation of our homework policy the school aims to ensure consistency of approach throughout the school whilst at the same time recognising the differing needs and abilities of individual children and age groups. The Home School Agreement supports the Homework and Family Learning Policy.

3. Strategies and Procedures

Recommended weekly time spent

Foundation Stage	30 – 40 minutes	Homework is designed to take around 20 minutes per activity.
Year 1 and Year 2	1 hour	

The guidance above is given in broad terms. Homework will be sent home on Thursdays and is to be returned to school by the following Tuesday.

Homework may take a variety of forms covering a range of activities.

For every project Family Learning sheets to parents explaining the focus for the project, the Family Learning and the outcome event.

To clarify **weekly homework** for each year group:

FS	<ul style="list-style-type: none">• One homework sheet, which incorporates maths, communication and language, phonics, reading and handwriting. Parents have the option of uploading homework to Tapestry.
Y1	<ul style="list-style-type: none">• One piece of maths homework.• One piece of phonics homework. The phonics homework maybe supported by pre learning activities.• Spellings to practise.
Y2	<ul style="list-style-type: none">• One piece of maths homework or one piece of comprehension homework (alternating weeks due to the length of the homework).• Spellings to practise

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Reading

Reading to and with parents or carers is vital: all primary school children should either read to their parents/carers or listen to them reading for up to 20 minutes a day. Parents and carers are encouraged to provide feedback about the reading activity in the Home-School Reading Record. It is important that even the most fluent reader has an opportunity to read to an adult at home as well as answer questions about the text in order to develop higher order skills (See Parents Guidelines in the front of Home-School Reading Record).

Family Learning

Family Learning is an opportunity to extend the learning taking place in class in a meaningful way. It will be linked to the integrated curriculum units. For every project that the children are doing there is an activity for parents/carers/grandparents to complete with the children. It is an opportunity to extend the learning in class and involve parents in a meaningful way in the child's project. Parents will be informed of the home learning at the beginning of each unit and have a few weeks to complete it. The Family Learning could take a wide range of forms for example: posters, 3D models and the children creating their own books. The children will share their Family Learning with either class, other children and parents at the outcome events.

Adults

Homework does not just mean formal exercises carried out by children without help from adults. Particularly in the case of younger children, it is the involvement of parents and carers in joint activities which is most valuable in promoting children's learning and progress.

Other Homework activities

For younger children this might include English skills e.g. alphabet knowledge, phonics, maths skills e.g. mathematical activities, practising number bonds and project related activities.

4. Communication and feedback

Staff will communicate clearly the nature/content of the homework, when it is due in and class procedures for where it should be placed. Where homework is done together with adults, children will often receive immediate feedback on what they are doing. School feedback may be through class work, test results or comments. Particular achievements are recognised in assemblies. Staff may use a range of procedures to communicate the results of homework to parents/carers. The school communicates homework expectations with parents/carers through a variety of means, such as new parent induction, reading records, School website, parent/carer/teacher evening, spelling books, Family Learning, online learning journal, newsletters etc.

5. Monitoring

The Headteacher is responsible for the overall monitoring of this policy.

Chair of Curriculum Committee

Date