

John T. Rice Infant and Nursery School

Homework Policy



Homework Policy

Introduction

Learning at home is an essential part of good education. Regular homework is important, since it gives pupils the opportunity to practise at home the tasks done in class, and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and, later, in adult life.

Homework activities are an important part of the home/school partnership. We would like all children to try and take part in a variety of homework tasks to enhance and support their work in class.

INTENT

Aims

Through this policy we aim to:

- Ensure consistency of approach throughout our school.
- Enhance and reinforce work and learning at our school.
- Help children to develop independent learning strategies
- Improve the quality and range of learning experiences offered to children.
- Ensure that parents have a clear understanding of what is expected of them and of the children.
- Provide opportunities for parents, children and school to work in partnership.
- Provide opportunities for parents and children to enjoy learning experiences together.

Objectives

All tasks should:

- Give plenty of opportunities for children to succeed.
- Be enjoyable.
- Be differentiated to match the children's needs.
- Have a clear, shared focus accompanied with time guidelines.
- Where appropriate, help to develop social as well as academic skills.
- Be manageable for teachers and parents.
- Not deprive the children of their vital playtime and enjoyment of other interests.

Time allocations

It is expected that teachers will send home the following homework activities and that children should try to complete them according to their year group.

IMPLEMENTATION

Year Group	Homework Activity
F1	<ul style="list-style-type: none">• Optional homework the term before they start full time. This could be phonics sheets, ORT character matching games, picture books.(where appropriate)
F2	<ul style="list-style-type: none">• Reading 10 minutes per night• Phoneme cards and CVC words to practise blending skills.• Common Exception words to read• Bug Club/Education City/Talk Challenge homework set on Tapestry alternate weeks
Year 1&2	<ul style="list-style-type: none">• Reading 10-15 minutes per night• Spelling work when appropriate• Bug Club/Education City/ set on Seesaw alternate weeks

(Homework: Guidelines for Primary Schools and Secondary Schools. DFE suggested time allocation for homework: Year one and two - 1 hour per week)

How staff at John T. Rice support this policy

- by providing a range of homework tasks and activities to consolidate and extend learning in class;
- by ensuring that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability;
- by communicating with parents and keeping them informed of children's progress, projects and topics to be studied, and their child's individual targets.

How parents can help to support children (wherever practical)

- provide somewhere peaceful for children to work without the distractions of television, other family members and pets;
- provide a suitable place, equipped with a comfortable chair, clear table space, good light;
- provide encouragement and support to children when they require it;
- support the school in explaining to children that homework is valued and aids learning;
- encourage pupils and praise them when homework is completed;
- be actively involved in the homework of younger children in particular;

Pupils are expected to

- make full use of all the opportunities they are presented with;
- tackle home tasks promptly and with a positive attitude;
- take pride in presentation and content, acknowledging the high personal standard expected;
- take responsibility for handing in the completed task on the agreed day.

Timescales

Homework will be given out on a Friday and returned on the following Wednesday. The teachers will keep a tick list of homework returned. Children will receive stamps on their stamp sheet for homework completed. If homework is not returned for a period of time then parents will be contacted.

Feedback for pupils, parents or carers and teachers

It is important that feedback is given to pupils as quickly as possible. This may be given in a number of ways:

- immediately by parents/carers as they complete their work at home.
- discussion in class where homework is a part of the class work or when children return it on the Wednesday.

IMPACT

Equal Opportunities

At John T. Rice Infant School we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.

John. T. Rice Infants is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.

We will assist our pupils in achieving to their very best potential. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take and the impact discrimination can have.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. The Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability;
- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;
- Religion Faith or Belief;
- Sex; and
- Sexual orientation.

This policy was agreed by staff and the Governing Body. This policy was reviewed in Autumn 2021 will be reviewed again in Autumn 2023.