

Coppermill Primary School



Homework Policy

Ratified by the Curriculum and Achievement Committee on: 22nd June
2017

To be reviewed: Every two years

Next review: Summer 2019

Introduction

At Coppermill we believe that home learning is important in consolidating children's learning in class, establishing independent learning habits and communicating with parents.

While we believe that homework plays an important role in a child's development, we also acknowledge that homework is an emotive subject - as evidenced from our parent, staff and pupil surveys; results of which were used to feed into this policy. Some parents prefer more and some less, or none at all. We therefore have sought to find a workable balance, which meets the needs of the children, while not being too demanding on family time.

We also realise that children need time and lots of opportunities to play and take part in other extra-curricular activities therefore homework should not prevent children from taking part in the wide range of out of school clubs and organisations that play an important part in the lives of children, developing confidence and raising self-esteem.

Aims

We view that the purpose of homework should be to:

- Encourage talk and discussion between adults and child
- Aid pupils progress in their academic and social development
- Promote a partnership between home and school in supporting each child's learning
- Strengthen and consolidate the learning from school
- Stimulate children's interest and curiosity in new areas of learning
- Explore opportunities that enrich and develop a learning ethos which links the outside world and the classroom.

Early Years Foundation Stage (EYFS) – Nursery and Reception

Parents can support their child's learning by:

- Reading with them every day including 'Bug Club' online books – *Any reading and discussion can be recorded in the child's reading record and daily reading at home will be acknowledged by the class teacher*
- Using the 'Questions Guide' when reading with your child – *see appendix*
- Going through the phonics list and 'red words' – *The Read, Write Inc overview will be provided by the school*
- Finding objects around the house beginning with different sounds
- Talking about every day events
- Sequencing events of the day
- Listening to stories
- Role-play – e.g. use of puppets/props to re-tell stories/making up own stories
- Encouraging their child to predict what might happen next in a story and changing ends of stories
- Every day experiences such as shopping and using public transport

- Talking about seasons and the changes that occur
- Talking about the world around them
- Practising the correct formation of letters
- Writing their own name (in lower case except first letter) and other words
- Counting, recognising numbers, forming numbers, recognising 2D and 3D shapes, and applying these to everyday objects - *an overview of the Early Years maths curriculum will be provided.*

Key Stage One (KS1) – Years 1 and 2

Year 1

Parents can support their child’s learning by:

- Reading with them every day including ‘Bug Club’ online books – *Any reading and discussion can be recorded in the child’s reading record and daily reading at home will be acknowledged by the class teacher*
- Using the ‘Questions Guide’ when reading with your child – *see appendix*
- Going through the phonics list and ‘red words’ – *the Read, Write Inc overview will be provided by the school*
- Practising weekly spelling lists consisting of ‘red words’ and commonly misspelt words using different strategies as detailed in the appendix
- Supporting them with their weekly maths homework in line with the school’s Singapore maths approach and Calculations Policy, where children will be encouraged to demonstrate their understanding - *an overview of the Year 1 maths curriculum will be provided.*

Year 2

Parents can support their child’s learning by:

- Reading with them every day including ‘Bug Club’ online books – *Any reading and discussion can be recorded in the child’s reading record and daily reading at home will be acknowledged by the class teacher*
- Using the ‘Questions Guide’ when reading with your child – *see appendix*
- Going through and practising weekly spelling lists using different strategies as detailed in *the appendix – Year 2 (and some from Year 1) national curriculum suggested spellings will be provided by the school*
- Encouraging them to learn their Times Tables
- Supporting them with their weekly maths homework in line with the school’s Singapore maths approach and Calculations Policy, where children will be encouraged to demonstrate their understanding - *an overview of the Year 2 maths curriculum will be provided.*

Lower Key Stage 2 (KS2) - Years 3 and 4

Parents can support their child's learning by:

- Reading with them every day including 'Bug Club' online books – *Any reading and discussion can be recorded in the child's reading record and daily reading at home will be acknowledged by the class teacher*
- Using the 'Questions Guide' when reading with your child – *see appendix*
- Going through and practising weekly spelling lists using different strategies as detailed in *the appendix – Year 3/Year 4 (and some from KS1) national curriculum suggested spellings will be provided by the school*
- Encouraging them to learn their Times Tables
- Supporting them with their weekly maths homework in line with the school's Singapore maths approach and Calculations Policy, where children will be encouraged to demonstrate their understanding - *an overview of the Year 3/Year 4 maths curriculum will be provided.*

Upper Key Stage 2 (KS2) - Years 5 and 6

Parents can support their child's learning by:

- Ensuring they read every day and reading with them as often as you can – *daily reading at home will be acknowledged by the class teacher*
- Using the 'Questions Guide' when reading with your child – *see appendix*
- Going through and practising weekly spelling lists using different strategies as detailed in *the appendix – Year 5/Year 6 (and some revision words) national curriculum suggested spellings will be provided by the school*
- Encouraging them to continue learning their Times Tables
- Supporting them with their weekly maths homework in line with the school's Calculations Policy - *an overview of the Year 5/Year 6 maths curriculum will be provided*
- In addition, in Year 6 practice SATs booklets and questions may be provided from time to time.

Pupils with Special Educational Needs

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. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

Home Learning Topic Projects

In Early Years children will be encouraged to bring in and share a range of resources, photographs and objects that link to the topics they have been learning about. These will sometimes be used to further enhance the topics and/or displayed within the classroom environment to aid further discussions and learning.

From Key Stage One onwards children will be set a project each term to complete in any way they prefer linked to their topics. These will be more detailed and led by the pupils themselves. The outcomes of these projects are very open as the children may choose how they present their learning such as building a model, creating an information booklet, researching a particular element of the topic, a power point presentation or a piece of writing. There will be a deadline for children to bring in their projects and they will have the opportunity to present their work to their class if they so wish. All completed projects will be acknowledged by a member of staff with a certificate commending their efforts and sometimes displayed either in class or in the corridor.

We recognise that not all children are able to participate as well as others due to different home circumstances and/or abilities and therefore will ensure that project homework provides a range of options to allow all children to access it.

Role of Class Teachers

- Class teachers should plan homework to support the pupils' learning needs and linked to either ongoing skills or what the children have been learning that week
- An agreed day each week should be allocated for homework that includes the weekend
- Homework will challenge but not defeat pupils
- All homework set will be marked and/or acknowledged by the class teacher
- Appropriate good quality resources will be used
- Teachers should liaise with parents where necessary.

Role of Parents

- Encourage your child in completing the homework tasks that are set and to give them confidence through lots of praise
- Help your child to see the importance of homework and teach them to become more independent and take more responsibility for themselves as they get older
- Help your child 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, e.g. providing a good working space at home, including a desk/table in a quiet, uncluttered space.

General

Homework is meant to be an enjoyable and worthwhile activity for all and should not be allowed to cause distress to pupils, parents or teachers. Any concerns you may have should be discussed with the class teacher as soon as they arise.

Appendix

Reading – Questions Guide

This guide is designed to give you some ideas of how to help your child. Use parts of it that you feel are appropriate for your child. We recommend that you spend 15 minutes reading with your child every day.

1. Look at the cover of the book together.
 - Where is the title? What does the title say? What pictures can you see?
 - What do you think the book will be about? Is it fiction or non-fiction?
 - **Fiction** - Ask them to predict something about the story.
 - **Fiction** – Ask further questions. For example in the story of 'The Gizmos': Where do you think the Gizmos will go on their trip? How do you think they will travel? What might go wrong?
 - **Non-Fiction** - Ask them to think what information they might find out from their non-fiction book.
2. Turn the book over. Say: "The blurb is on the back cover. This tells us what the book is about."
 - Read the blurb with the children.
3. Ask your child to turn the book over and turn to the first page. "This is called the Title Page."
 - Can you find the title?
 - Do you know what the names of the author and illustrator are? You may need to read the author's and illustrator's name.
4. Allow children to turn the pages of the book. Before reading each page ask:
 - What can you see in the picture?
 - What are they doing?
 - What might happen next?
 - Remind children to point to words as they read.
5. Praise your child for their efforts. At the end of the reading ask children:
 - Did you enjoy that story? Why? Why not?
 - What was your favourite part?
 - What happened after...?
 - If you could change a part of the story what would you change?

Tips

1. If your child stumbles on a word, ask them to look at it again and try to sound out each letter sound.
2. If your child says the wrong word, re-read the sentence together and find a word that makes sense.

3. Encourage your child to look at the picture again and explain it, and then try reading the sentence again.
4. For young children, particularly where fluency or expression need development:
 - **Step 1** - Read to your child. Make use of the pictures and relate the content to your child's own experience.
 - **Step 2** - Read with your child.
 - **Step 3** - Ask your child to read to you, pointing to each word as they read it.
5. Pause at certain points to highlight:
 - Punctuation
 - How text is organised: headings, captions, bullet points, font, etc.
 - The purpose of the text: Is it to inform, persuade or to make you read on.
6. Ask a range of questions. For example:
 - **Literal**: Who did Miss Moffet sit next to?
 - **Inferential**: Who do you think Rex Ruff is? How do you know? Why does Harmony like to be left alone?
 - **Justification**: Why do you think Harmony refers to her sister as Simple Sissy? Is it a good or bad thing? How do you know?
 - **Relate this to your child's experience**: Do you ever feel like Harmony? Where is your favourite quiet place? Has there ever been something you really wanted to do but couldn't?
 - **Evaluative**: Did you enjoy this story? Why? Did this leaflet make you want to visit Alton Towers?
7. Give children a wide range of reading experiences: books, leaflets, posters, letters, newspapers, instructions, recipes, etc. Ask them to think why different types of writing are set out in the way they are. "Why are headlines big? Why is small print so tiny?"

Useful Questions/prompts:

- That was nearly right, could you try reading that part again?
- Did that sound right?
- Do you think that made sense?
- Could you miss that word out? try reading on a bit then try again.
- Does that word look like another one you know? (e.g. look, took)
- Can you see little words inside the word? (e.g. **them**, **stand**)
- Can you break the word up into smaller bits? (e.g. yes / ter / day)
- Have you looked at the picture to help you think about the story?
- Can you find the chapter that will tell you about frogs on the **contents page**?
- Can you look in the **index** to find where we can read about dinosaurs?

In the reading record you receive, you may like to comment on how your child read. Was the book too easy or too hard? Did they enjoy it?

Most of all though, enjoy reading with your child. Remember that you are your child's role model for reading. Make reading a special time and a regular event. Sometimes your child may be tired and just want to be read to, that's fine. When they bring books home from school they will be at an appropriate level. Children should be able to read nine out of ten words without difficulty. Also let them choose books they like. Most libraries run workshops, competitions, schemes, etc. especially during the holidays.

Learning Spellings

Spelling Tests

Each week, children will be introduced to new spelling rules (e.g. how to spell words that end in ly) with words that follow the rules. These words will be sent home to learn for the weekly test. To support your child at home, we would like you to help your child learn these words.

How can I help my child to learn their spellings?

There are a number of things that you can do with your child to help them learn their spellings and enhance their chances of succeeding in reading and writing. When you receive the spelling list for the week, go through the words with your child and conduct a mini-test. This will show which spellings they already know and which ones they need to concentrate on learning. Make sure that your child can read the spelling and understand the meaning of the words. Are there any spelling patterns that they recognise? Have they heard the word before?

General Advice:

- Make it fun
- It is advisable to learn two spellings each day and not any more.
- Test the children orally on the way to school
- Spend no more than 10 minutes each night on spelling
- Point out their spelling words whenever you see them in reading books

Spelling Strategies

1.	<p>LOOK</p> <p>SAY</p> <p>COVER</p> <p>WRITE</p> <p>CHECK</p>	<p>This is one of the most common but most useful ways of learning individual words.</p> <p>Look carefully at the word to see if it is made up of any smaller words or if there are any tricky bits.</p> <p>Say the word out loud a few times. You can also encourage your child to split the word into syllables.</p> <p>Cover the word by folding the flap.</p> <p>Write the word again without looking at it.</p> <p>Check the children's version against the original to see how they compare.</p>
2.	TRICKY BIT	Underline any tricky bits in a different colour and explain to someone why this part is tricky.
3.	VISUAL SPELLING	<p>Pupils often find certain words difficult to spell. They will benefit from seeing words in an unusual format. This should only be used for words that are difficult to remember. The impact of visual spelling will be reduced in impact if it is over-used.</p> <p>Appearance ear pear</p> <p style="padding-left: 100px;">App ance Ap ance</p>
4.	HANDS ON	Children can write the word large in a tray of sand, saying each part as they write it. This also works with tracing the letters in the air or using large felts or chalks.

5.	EXAGGERATED PRONUNCIATION	<p>Pupils should say words in a way which helps them to remember the way in which they are spelt rather than sticking to the correct pronunciation - deliberate mispronunciations are particularly useful for silent letters.</p> <p>Sep - tem - ber</p> <p>Wed - nes - day</p> <p>Feb - ru - ary</p>
6.	RECOGNISING WORD PATTERNS	<u>right</u> <u>sight</u> <u>might</u> <u>tight</u>
7.	DICTIONARIES	If children are writing at home, please check some spellings in a dictionary.
8.	MNEMONICS	<p>Mnemonics can be used to help children remember how to spell difficult words (or the difficult parts of the words as in the word necessary.)</p> <p>Example: Because</p> <p>Big</p> <p>Elephants</p> <p>Come</p> <p>And</p> <p>Upset</p> <p>Small</p> <p>Elephants</p>
9.	SYLLABIFICATION	<p>Sometimes it is appropriate to break longer words into shorter words.</p> <p>RE-MARK-A-BLE</p>

10.	HOMOPHONES	<p>Children often find difficulty in learning homophones and these should definitely be given extra attention. The NLS treats them together. Find ways to help children remember:</p> <p>If their can be <i>my</i> then spell it with <i>I</i></p> <p>Example: there, their, they're</p>
11.	PREFIXES AND SUFFIXES	<p>Children need to practise adding prefixes to the beginning of words and suffixes to the end. Children need to understand how adding the prefixes/suffixes changes the meaning of the words.</p>
12.	DICTIONARIES	<p>Children should be using dictionaries regularly to check the spellings of words.</p>