

# **HOMEWORK POLICY**

# 2019

We believe appropriate homework enhances a child's learning and develops the links between the home and the school with regard to effective learning.

The homework which we set for children is designed to be enjoyable, to have variety and to encourage children and parents to work together.

The range of homework offered has been developed in response to a parents' questionnaires and with regard to DfE Guidelines (1999).



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**AIMS**

In formulating this policy, we aim

- To develop home-school links with regard to children’s learning
- To enable children to practice, consolidate and extend skills acquired in school
- To encourage the transfer of skills across the curriculum
- To maximise the child’s natural curiosity
- To nurture a love of learning

**TIME ALLOCATION**

Homework is not intended to be onerous for either child or parent. The DfE recommendation for infants is 1 hour per week, with half of that being focused on reading.

**RANGE**

Homework is set in a variety of subject areas, including

- English
- Mathematics
- Research skills

Reading remains at the centre of the homework task. It is not restricted to Reading Scheme books. The children take home a range of fiction from a variety of genres, including poetry, plays, novels and short stories, and non-fiction.

Reading, therefore, is not just about “reading books”. When the children are asked to investigate or find out about for their topic work, the reading they do for this purpose *is* their reading for the night.

More importantly, it encourages children to use their de-coding skills to become real, functional readers.

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**FEEDBACK - Reading**

It is important to us that the child enjoys his/her homework, so we have devised a means of feedback from staff, children and parents.

The reading diary provides opportunities for the child / parent to record his/her comments. Reading diaries provide an opportunity for parent and teacher to establish a dialogue.

Throughout school, homework activities are through the ‘**Learning Logs**’.

**Foundation stage:** In Foundation stage these explain the on-going learning that is happening in school and ideas, tasks and activities for parents and carers to do at home. The learning log books allow for information and communication of this home / school learning and a record for both parties.

**Key Stage 1:** In key stage 1 the learning logs provide a unique personalised learning resource for children. In the Learning Logs, the children record their responses to learning challenges set by their teachers. Each log is a unique record of the child's thinking and learning.

The process of using learning logs involves developing thinking and learning skills, which are enhanced by a peer partnership system. In this peer system, the children are encouraged to discuss and share their thinking, as well as to develop their learning logs in a collaborative way. They also give the opportunity for the children to provide feedback to their teachers in order to help extend and elaborate their understanding.

The learning log allows teachers to quickly and easily share weekly teaching objectives with the children. Once set up the children then take the lead role in sharing and developing their knowledge and understanding and displaying this in a range of styles. The learning log is not an in depth assessment tool but more of a snapshot of what the children have or have not understood in their lesson material.

In Key stage 1 they are used in 2 ways:

1. In year 1 the activities are related to ongoing topic work with relevant learning objectives. In year 2 activities are rotated around ongoing Maths, English or Topic work. When at home the children can provide evidence in their log to show what they have learnt or understand about the work, providing examples through written work, drawings and illustrations, charts, diagrams etc. These examples provide evidence as to how well they have achieved their targets. The children are then given opportunity to review their targets in class.

2. A double page spread can be used for children to **develop their thoughts and ideas** linked to the current class topic/theme.

- Children take the lead role in sharing and developing their knowledge in these books and may display this in a range of styles to suite their own personalities.

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They may want to cut and paste pictures or articles which link to their topic, add illustrations, write information or add photographs – being as creative as they like!

Learning Logs can be sent home either weekly or fortnightly.

With parental support and encouragement and regular review in school, we hope that a child's *Learning Log* will evolve into a very individual book which chronicles the exciting learning journey which they will travel through a school year. It will also provide opportunity for our children to direct their own learning, review their work, help with revision, and be a treasured diary of the learning year.

They allow for individualism.

They let us see inside the world of the child.

They are fun.

They are driven by the child, not the teacher.

They bring children together in discussing their learning.

Learning Logs are used to encourage all of our children here at Banks Road Infant and Nursery School to be independent learners.

<b><u>THE POLICY WILL BE REVIEWED ANNUALLY.</u></b>
DATE OF REVIEW BY GOVERNING BODY: March 2016 March 2017 March 2018 March 2019 March 2020
This policy was reviewed and ratified by the Pupil and Personnel committee in March 2019.  Signed: Chair of Governors _____  Date: _____