



Hutchinson Memorial C.E. (A.) First School

Learning together for life, with Jesus

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HOMEWORK and HOME LEARNING POLICY

As a school we have decided to support the Dyslexia Friendly Initiative and have adopted the Staffordshire definition of dyslexia. By supporting this initiative we use dyslexia friendly strategies when delivering the whole curriculum as well as creating a dyslexia friendly environment for the children (refer to SpLD policy for strategies). We also recognise that more children are successful when taught using dyslexia friendly teaching methods, and while dyslexia friendly techniques can be applied to children who are not dyslexic, this does not work the other way round.

Mission Statement

Hutchinson Memorial is a Christian Community where we are committed to 'Learning together for life, with Jesus'.

We believe that we must strive to develop to the optimum, the potential of every pupil, having regard to the development of the whole person. We do this by working together to promote the Christian ethos of our school and preparing the children for lifelong learning.

This document is a statement of the aims, principles and strategies for providing homework at Hutchinson Memorial First School.

Aim

This policy has the School's 'Mission Statement' and Aims at its heart. This policy also embraces the Every Child Matters Agenda, the right of every child to:

- Stay safe

- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

General Aims and Principles

At Hutchinson Memorial First School we greatly value the role of parents and carers in supporting and extending their children's learning at home, as partners in the child's education. Parents, carers and families are the most important influence on outcomes for children and young people.

Homework helps to provide a continuing link between the home and the school. We appreciate the time and effort spent by parents and carers encouraging and praising their child's efforts and achievements. We recognise the importance of learning activities at home which compliment the learning that takes place within the school, assisting each child to make progress and reach his/her potential.

In Early Years KS1/KS2 a topic factsheet is sent to parents at the start of a new half term, outlining the main teaching objectives and indicating where additional support from home would be especially helpful. These are also made available on the website. In addition, each child has individual targets set in Literacy (reading and writing) and Numeracy which are shared with parents at our termly Parents' Evenings, indicating the knowledge or skills the child needs to practice to enhance his/her progress.

General Guidance

DFEE guidelines recommend the following time allocation for homework:

Years 1 and 2 1 hour per week:

(reading, spellings, other literacy work and number work, with occasional research projects in other subjects).

Years 3 and 4 1.5 hours per week:

(reading, spellings, other literacy work and number work, with occasional research projects in other subjects).

Daily reading can be part of homework and it is recommended that all primary school age children should read either to an adult or on their own (if fluent readers) for at least 10 to 20 minutes a day. Being read to by an adult is a beneficial way to spend some of the time, especially with Reception children.

In accordance with these recommendations, the core of our Homework Policy is the development of basic literacy and numeracy skills.

Reception

Work supporting initial letter sounds is sent home together with sight words to be practiced, and spellings when appropriate. Reading books are sent home to be shared with an adult together with a Home Reading Diary for parental comments. It is recommended that five to ten minutes a day are spent on this work, with additional time used to read stories to the child, share books or learn nursery rhymes. Occasionally, topic activities are set to complete at home.

Key Stage 1 / Key Stage 2

In addition to daily reading practice, children are asked to practice spellings. Home Reading Diaries are provided for parental comments. Each week a literacy and numeracy activity is also provided. Occasionally research projects / topic activities are provided for the children to engage with.

Additional Home Learning Resources

We are aware that many parents wish to support their children's learning in other ways. Some commercial resources are expensive and not always at an appropriate level for the child. In order to help parents support their children at home, we provide additional resources for the children to access:

- Each child has the opportunity to choose a Library Book to share at home.
- Activities are provided to enable children to revise, consolidate or share learning that has been covered that week in Literacy or Numeracy, or to support their targets. As well as supporting learning, such activities provide an additional means through which parents can be kept informed about the content of the work their child is undertaking in Literacy or Numeracy.
- Espresso and Education City are made available for home access. In Key Stage 1 and Key Stage 2, activities are set regularly for 'Education City', for Literacy and Numeracy.

These additional activities are completed on a voluntary basis. No child is penalised for not completing homework although the benefit of parental support and interest cannot be overemphasised.

Support

While some of this work can be done by the pupil independently, all children must benefit from an adult to give them time and support as and when needed. Such activities provide very important opportunities for the child to talk about his/her learning to an interested adult, and to practice key skills in a supportive environment.

At Hutchinson Memorial we feel that the homework programme provided for the children encourages independent learning while preparing the children for more formal homework tasks following their transfer to Windsor Park.

Equal Opportunities

Hutchinson Memorial First School is committed to working toward the equality of opportunity for all children in all aspects of school life. **Teachers must be sensitive to individual pupil's circumstances at all times.**

All resources and methods ensure that they will enable all children, regardless of gender, age or special educational needs, to access the scheme of work as provided for their year group, while avoiding racism, sexism and other forms of stereotyping. Work will be developmental and appropriate to the age and stage of the child. Children identified as having a special educational need will have resources and activities differentiated appropriately.

All pupils are encouraged to complete the tasks provided. While tasks will be set accordingly to the individual child's ability and the worth of the activities in assisting the child's progress cannot be too highly stressed, no child will be penalised for not completing a homework task. Homework will not entail new learning or ideas that require a detailed explanation from the teacher or parent.

Special Educational Needs

Children who are on the school's special needs register may be given spellings and sight words each week to learn as part of their Individual Education Programmes. They may be encouraged to read selected pages of their reading books for short but regular periods each week and games and activities to help them to practice particular skills may be sent home. Children requiring additional support in numeracy may be given activities to consolidate or revise work completed in lessons.

Hutchinson Memorial First School is committed to becoming a dyslexia friendly school. We endeavour to meet the needs of children with a specific learning disability through good practice on a day to day basis. All classrooms are equipped with the necessary prompts and resources to support the children. Children are involved in the assessment and evaluation of their learning. Groupings are flexible and staff consider a range of teaching and learning styles to meet the need of children with dyslexic in their lessons.

Inclusions

In school we aim to meet the needs of all our children by differentiation in our planning and in providing a variety of approaches and tasks appropriate to ability levels. This will enable children with learning and/or physical difficulties to take an active part in learning and practical activities and investigations and to achieve the goals they have been set; IEPs are considered. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be challenged through extension activities, more able children will be able to progress to a higher level of knowledge and understanding, appropriate to their abilities.

Date of next review: February 2016

Signed (Chair of Governors) _____ Date: _____

Signed (Headteacher) _____ Date: _____