



*Believe, Succeed &  
Grow Together*

# FRINTON ON SEA PRIMARY SCHOOL

## HOMEWORK POLICY

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## **Introduction**

Children are learning all of the time and they spend many more hours at home with their families than they do at school. A child's development is the shared responsibility of families, school and the wider community. As children become older, they also become more and more responsible for their own learning.

Learning is not just about academic subjects. It is important that children develop as rounded human beings who are able to socialise, communicate, be creative, keep healthy, stay safe and enjoy life. At Frinton we recognise that many families are very busy and that it is important to strike a balance between school, extra-curricular activities and family life. It is also important that homework requirements are clear to both the pupil and the parent.

Homework serves a number of purposes:

- Develop independent learning skills;
- Helps parents to support their child's learning;
- Consolidate learning;
- Practice skills;
- Starts to prepare children for the expectations of secondary and tertiary education.

## **Equality of Opportunity**

### **Access to resources**

Homework may sometimes require children to access the Internet or text books. A small minority of children at Frinton do not have access to the Internet at home. Enough completion time will be given for children to visit a public library or the family or child may arrange with the class teacher for Internet access to be made available at school outside of lesson time.

Children will also need access to stationery items at home. If, for financial reasons, a family cannot provide these then they will be provided, upon request, by the school.

### **Accessibility requirements**

Any specialist resources used in school to support a child's learning will, wherever possible, be made available for use at home. Families should liaise with the school's Special Educational Needs Coordinator to ensure that their child's needs are met.

### **Differentiation**

Home reading books, spellings, phonics, maths problems, etc. will be differentiated according to children's abilities. Other homework tasks, however, may be differentiated by outcome with children expected to complete the task to the best of their ability.

## **Generic Home Learning Requirements**

Families are expected to support the following aspects of learning, in an age appropriate way, throughout a child's time at Frinton Primary school.

### **Reading**

Children need to develop a love of books from a very early age and parents are encouraged to share books and read stories with their children almost from birth. Children will have weekly access to their class and school libraries.

During these sessions children will be able to select books for their families to read to them, to share with an adult/older sibling and/or to read to themselves. Reading to or with a child is an important part of a daily routine. It is also important for children to witness adults reading regularly. During the early stages of reading development, children will be issued with texts at an appropriate level for them to read independently to an adult. Once reading skills are developed, children will be able to choose their own books for independent reading. As children become more accomplished readers they will be able to read to themselves. It is still important, however, that parents show an interest in their child's reading by asking questions, encouraging children to read a short extract out loud, etc. Reading is encouraged through our Reading Awards Scheme. All pupils should be reading at home at least 3 times per week.

### **Phonics**

At Frinton Primary children are taught to read using a synthetic phonics programme. During Reception and Year 1, children will bring home phonemes to learn through speaking and writing.

There are many words in the English language that are not phonetic -these words (e.g. want, to, me) need to be learned through sight recognition.

### **Spelling**

As children progress through the school they will learn to recognise spelling patterns and conventions. These will also be practiced at home.

### **Number Recognition**

Initially children will need to recognise the numerals 0 to 9 and know that numbers identify how many objects are in a set.

### **Number Bonds**

Children need to develop a rapid recall of number bonds, initially for the numbers 0-5, then 0-10 and finally 0-20. Number bonds are the addition and subtraction facts linked to these numbers, e.g.  $2+1=3$ ,  $3-2=1$ ,  $6+3=9$ ,  $9-6=3$ ,  $13+6=19$ ,  $19-6=13$ .

### **Multiplication Tables**

A rapid recall of the multiplication and division facts to  $12 \times 12$  is of huge benefit to mathematics at all levels.

### **Further Homework Tasks**

Alongside the above home learning requirements, children will also be set homework tasks, these may include:

- Games
- Worksheets
- Mini & Extended Projects
- Family discussions
- Research
- Finding objects/evidence

Homework tasks may be linked to the topics currently being studied in class or may link to forthcoming topics. In some cases children will be able to select a homework topic of their own choice and interest.

Mini and Extended Projects will allow children to decide upon how they wish to present their learning, this may take on many forms, for example, written, photographic, video, model, artwork. Teachers will send home a Homework sheet explaining what is expected.

### **Further Home Learning Ideas**

Whilst homework tasks, which are set by the school, can provide children with valuable learning experiences, the scope and range of these tasks has to be limited so that all children are able to undertake them.

Families can make a significant contribution to their child's broader development through providing a range of opportunities and experiences in addition to those provided by the school. These can make a significant difference to how children approach new concepts and undertake problems and challenges within the classroom. See suggestions below:

- Involve children in day to day tasks that require the application of basic literacy and numeracy skills. For example: writing a shopping list, counting out cutlery items for dinner, weighing ingredients, working out change, telling the time.
- Make car journeys count - maths songs, audiobooks, following road maps, I-spy (shapes, numbers, words).
- Link local family excursions to school topics, e.g. visit to Ipswich Museum, Sutton Hoo, Colchester Castle.
- Playing board games that develop number, word and problem solving skills.
- Art & craft activities that develop artistic talents but also support fine-motor development.
- Dressing-up box - great for developing imagination and storytelling skills.
- Getting out and about in different environments that extend children's knowledge and understanding of the world.
- Extra-curricular clubs and activities that develop social, physical, musical skills, etc.

### **Parental Involvement**

If parents show an interest in children's homework and praise their efforts, then children are more likely to feel that homework is valued and thus put in more effort. We really hope that parents will want to be involved in supporting their children's home learning. Remember, however, that it is the child's homework it shouldn't be done for them!

### **Completion Expectations**

As a school we value family support and hope that all families understand that learning continues beyond the school day. We expect families to support their child(ren) with homework and ensure that it is completed to a good standard and handed in on time. We do understand, however, that homework can cause stress at home and we will do our best to work with parents and children to alleviate any such pressures. See Appendix 1 for Top Tips. It is essential that parents communicate with the class teacher if homework is causing problems at home.

Class teachers are also able and willing to negotiate on homework expectations if children are engaged in very time-consuming extra-curricular activities or are away for the weekend, etc.

Each Year Group will have a “Homework Day” each week. Homework will be set on this day and a week will be given for completion.

### **Incompletion consequences**

Children will be encouraged to complete homework and those that do will be rewarded through teacher praise and celebration. Incompletion, however, will be addressed verbally with the child and/or communicated to families. Children who do not submit their homework on time will be given the opportunity to complete it during their break and/or lunch-times. This will be communicated to parents through the child’s home-school diary.

### **Marking & Feedback**

All homework tasks will be marked by the class teacher. Where marking is not possible, children will receive verbal feedback. Parents can also play an important part in checking homework and giving verbal feedback/praise.

### **Time Commitment Guidance**

Some children will love doing homework and will want to do more than expected. Others will be resistant and will need encouragement. The expectations listed below are a **guide** for families and can be used as **minimum** requirements for “reluctant home workers”. If a child is reluctant to complete their homework, then a weekly homework timetable and reward system may help.

	Reception	Years 1 & 2	Years 3	Year 4 & 5	Year 6
<b>Reading</b>	At least 3 times per week depending on the Reading Award the child is working towards.				
<b>Phonics/ Spellings</b>	5 mins x 3 per week	5 mins x 3 per week	10 mins x 3 per week	10 mins x 3 per week	15 mins x 3 per week
<b>Maths Recall/ X Tables</b>	5 mins x 3 per week	5 mins x 3 per week	5 mins x 3 per week	5 mins x 3 per week	5 mins x 3 per week
<b>Homework Tasks</b>	15 mins per week	30 mins per week	30 mins per week	30 mins per week	45 mins per week
<b>TOTAL</b>	<b>45 mins per week</b>	<b>1 hour 30 mins per week</b>	<b>2 hours per week</b>	<b>2 hours 30 mins per week</b>	<b>2 hours 30 mins per week</b>

### **Communication**

Families will receive communication regarding homework in a number of ways. Every piece of homework will be given with instructions from the class teacher on how to complete the tasks and when they are due to be handed in. As children get older they will be expected to take responsibility for recording their homework requirements.

# Top 10 Tips for Homework Survival

## **1 Make Time - Make time, even 5 minutes could help!**

Your child will benefit from you getting involved in their homework tasks. If your son/daughter knows that you care they will be more likely to want to do homework and hand it in on time. You can encourage learning while you are out and about together, in the car, shopping, eating meals and even in your local community. It's also a good idea to set a routine for homework (and stick to it) – like after tea. It helps to know what homework your child has and get a sense of how long it should take them. There's always something happening that you can both talk and learn about!

## **2 Your Experience Counts - Try and link life and leisure experience to your Child's school work e.g. visits to the park/ museum/ days out.**

Remember your child will enjoy spending time with you alone. Learning together and sharing experiences will help your relationship grow stronger. Your child will enjoy learning about you and your experiences, as well as doing new things together.

## **3 Take an Interest - Let them know you want to be involved.**

Make time to ask your child about what they are studying and what they have learned. Another great way to show you are interested is to attend school activities such as parents' evenings and sport events. There are lots of ways you can help your child with their homework, especially if they get stuck. Have a chat about what they did last time it happened and what you could do to help, or where you could both look for help.

## **4 Lend a Hand - Let them know you're there to help.**

Help your child to use resources that are available to them such as the local library, the Internet or books. Talk about school and learning activities in family conversations and make sure – that if they need help they know they can ask you to give them a hand.

## **5 Watch the Telly - Use TV programmes as prompts for discussion and learning**

Make sure TV time is a set time and that it does not get in the way of study time. Make TV a treat for progress rather than a background feature.

## **6 Remove Distractions - Help your child concentrate by creating the best learning environment, e.g. take the dog out of the room or turn the TV off.** Provide an area that is light and fairly quiet. It doesn't have to be fancy – the kitchen table, a space in their bedroom or a corner of the living room will be fine, as long as homework is given priority and they are not interrupted.

## **7 Have a Look - Check to see how your child is getting on with their homework**

By seeing their progress you will find out if they need any more help or encouragement. When they've finished, have a look and see how well they've done with their work.

## **8 Give Praise - Let them know they're doing a good job!**

Let your child know that you are pleased with their progress. Help them to make activities and learning tasks feel more achievable by showing them just how much they have already achieved. Remember – you can show them how not giving up and hard work can lead to success.

## **9 Go to School - Talk with your child's teachers – they will be pleased that you want to get involved.**

Let them know that you are keen to help your child with their study and that you want to get involved in their learning experiences.

You could ask them questions about:

- How your child is doing at school
- What they might be struggling with
- How you can help your child
- What your child's behaviour is like at school

## **10 Reward Progress - Set goals and provide treats for achievements.**

Let your child know that you are there to encourage and support them to learn. Let them know that they are making good progress and that you are pleased with their efforts. Help them to try new experiences and get the most out of their time at school.

## If this happens... ...why not try this?



### Have agreed set times for playing games, watching TV and leisure

- Set a time for homework at the same time each day
- When your child has finished their homework, agree time to play
- Set play time as a reward



### Let your child know how you expect them to behave and set clear boundaries

- Set rules for when homework takes place, how long it will take and when you will check it
- Ask them if there is anything they are worried or upset about



### Provide structure

- Set daily routines for homework, going out, bedtime and meals, so that your child will know when they have time for themselves
- If your child doesn't have homework, encourage them to read or give them a problem to solve so they stay in the homework routine



## If this happens... ...why not try this?



**Your child is more likely to succeed when you, your family and your child's teachers expect them to do their very best**

- Remind them how important learning is. Ask them what job they want to do when they get older
- Tell them that they make you feel proud



**Work with your child's teachers, school and other family members to agree expectations for learning, studying and behaviour**

- Ask them what homework they have and ask to see it when they've done it
- Agree a time when they can do the things they want to do



**Make sure that your expectations and goals are right for your child's age and maturity**

- If your child gets stuck with homework give them suggestions for problem solving
- Talk to your child's teachers about how much homework your child is expected to do