



# GROUVILLE SCHOOL

*Kindness, Responsibility & Challenge*

## **Homework at Grouville School**

Homework supports children by giving them the opportunity to practise and apply key skills learnt in school. It also encourages children to become confident and independent in their learning, which will help them throughout school and in adult life.

### **We believe that homework should:**

- Be meaningful and help children grow in confidence as learners
- Be an opportunity to further stimulate enthusiasm for learning
- Reinforce our message that learning does not just take place at school
- Be a means of encouraging and developing organisational skills, independent study, self-motivation and discipline
- Help children to consolidate, rehearse and revise skills and support with further developing their understanding so that they can make progress in their learning
- Be a way of encouraging involvement and 'partnership' in your child's learning.



### **How do teachers plan homework tasks?**

Teachers plan homework tasks in line with class learning to enhance the classroom experience and consolidate skills being taught in school. This means that homework tasks are designed to be purposeful, relevant and the children should understand what is expected. Homework tasks are set to suit your child's progress in their learning and reflect what they have been taught in class. Teachers always take into account each child's individual progress meaning your child could have slightly different homework tasks to their class peers so that they are able to access tasks independently at home. By building on their learning outside of school, children are given the opportunity to expand their knowledge and deepen their understanding. As they enter Key Stage 2, it also starts to prepare them for secondary school life.

### **We hope that children respond to their homework tasks positively by:**

- Completing quality work to the best of their ability, reflecting our school's successful learning ingredients
- Being responsible by ensuring it is handed in on time and collecting their homework tasks if they have been absent
- Working with their families to plan and organise a routine in which homework can be completed within the given time scales
- Understanding that homework is their own responsibility – not the responsibility of their parents
- Agreeing to seek further help and support as soon as possible from their class teacher should there be any problems or misunderstanding relating to the tasks set.

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## **Homework Feedback**

Homework tasks are marked using a range of feedback strategies including: teacher marking, self or peer marking, gallery of work (class sharing) and verbal feedback.

## **How can you support your child with their homework?**

- Show your child that you value homework and support the school in explaining how it can help their learning
- Provide a reasonably peaceful, suitable place in which your child can do their homework, and pens, pencils etc., to complete their tasks
- Encourage your child and praise them when they are working hard on their homework.
- Allow your child to take the lead
- When appropriate, become actively involved in the homework activities of your child.
- Share and celebrate your child's learning
- Support your child with their homework if they need it.

If homework cannot be completed due to exceptional circumstances, or if you have questions about the tasks, please speak to your child's teacher. Please note that teachers are not expected to provide additional homework if families choose to take term time holidays.

## **Homework Expectations at Grouville School**

The expectations and content of homework will vary from Foundation Stage through to Key Stage 2 in order to best meet the needs of the children. We expect children to maintain the same standards for presentation of homework as we set in school.

### **Early Years (Foundation Stage)**

Ideas for how you can support your child within the home environment will be outlined on the weekly update. This will be linked to compliment the learning that is taking place in class.

#### **Nursery**

- Sharing stories and rhymes daily.

#### **Reception**

- Homework tasks will be outlined on the weekly update
- Reading, phonic sounds and high frequency words need to be practised daily.



### **Key Stage One (Years 1 and 2)**

- Daily reading
- Phonics reading books and speed sounds sheets
- Spellings – set to meet expectations of the Key Stage 1 spelling curriculum

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- Key skills that support learning in class.



## Lower Key Stage Two (Years 3 and 4)

- Homework tasks are set weekly and handed in on the following week
- More time will be given for extended tasks
- A brief overview of homework tasks will be shared in weekly updates
- Children should read every night and keep a reading diary which is signed by parents
- Children are expected to practice key maths skills such as times tables and division facts
- Statutory year group spellings and curriculum based spelling rules are taught throughout the week and words are sent home weekly to practise
- Core tasks are based upon Maths, English, Science, History or Geography and will be relevant to the work that is happening in the classroom. Some of this work may be revision and other tasks may be set in order to stimulate enthusiasm for learning.

## Upper Key Stage Two (Years 5 and 6)

- A homework grid is given out at the start of term which consists of different activities linked to a cross curricular focus. The children complete one task per week over a half term/term. The activities are designed to foster creativity, engagement, and independence
- Maths homework is set weekly and is designed to either focus on a revision of a mathematical concept/method, or to build fluency skills
- Children are expected to read daily for 10-15 minutes. (Year 5 to log in reading diaries - signed by parents/carers)
- Spelling homework is set weekly and includes a focus on statutory year group spellings and curriculum-based spelling rules
- A brief overview of homework will be shared in weekly updates, and we will notify parents in advance should there be any changes to our homework routine or expectations.



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