

Homework Policy

Signed on behalf of the Governing Body

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Links to other policies

Notes

PICKERING COMMUNITY INFANT AND NURSERY SCHOOL

Homework policy

Philosophy

The Staff and Governing Body at Pickering Community Infant and Nursery School believe that supported learning at home is vital to each child's development and progress. We feel that learning activities at home should be a fun, flexible way of extending and consolidating children's learning. We ensure that homework activities reflect learning in the classroom.

Where learning at home is supported and enjoyable there is evidence to suggest that this supports children in making more progress than their peers who do not enjoy wider learning experiences outside of school. Homework is not intended to replace other out of school activities. All learning experiences are valued and are encouraged both at home and at school.

As a school we aim to:

- Share homework activities regularly, with parents and children, that will support children in continuing to consolidate, practice and extend key skills
- Adopt consistency of approach by teaching staff
- Ensure parents and carers are given advice and support to extend and enhance learning
- Provide opportunities for parents, children and school to work in partnership to enjoy learning together
- Value the time and effort that the children spend on homework activities
- Prepare children for their future learning experiences by supporting children and their families in establishing positive attitudes to learning at home

What is homework?

Homework should be seen as an extension of the work that children do at school. The following list gives just a few examples:

Reading with a grown up

Learning number facts

Playing games that encourage listening and concentration skills

We also acknowledge the important role of play and free time in a child's growth and development. Teachers may ask for homework tasks to be done at home, but are delighted to learn about children's success in other aspects of their lives and will seek to recognise this in school. The following list gives just a few examples;

A family visit to a museum

Being an active member of a sports club or youth organisation

Going for swimming lessons

The role of school

- In Nursery and Reception, staff share observations on Tapestry of what individual children and the class have been doing in school so that families can discuss this and follow up, where appropriate. Staff may also include some suggestions, particularly around whole class entries that make suggestions about how families might follow up on this. The same will happen for our children in Key Stage One who are working significantly out of age group and have a more bespoke curriculum.
- Class newsletters contain some suggested home activities to help children to extend and enhance school-based learning at home.
- From the Autumn term in Reception, children will take a book home each night to read with their family. They change these weekly. Parents, carers, grandparents and older siblings will be encouraged to share information about reading done at home, of both school reading books and any other reading material that they share. The recording of information will be recorded in the following ways;

In Nursery, from mid-way through the year, all children will have a reading record that will give the opportunity for both home and school to share information about books shared.

Reception, each child will have a reading record that will have information from both school and home about observations around the child's reading, including progress towards targets, celebration of successes and sharing of next steps.

- In Reception, key words for reading are sent home to be practised at home in line with the phonics scheme. In Key Stage One, key words for reading are sent home to be practised at home. Teachers will make regular assessment of key word reading levels and send home new sets where needed.
- Children and their families will have access to online books and associated activities through our Bug Club account. Staff will update books as children make progress in their reading in school and allocate appropriate books and activities.
- Spellings are sent home to be practised at home. Teachers will make regular assessment of spelling levels and send home new spellings where needed.
- Targets for learning will be shared with parents on a regular basis.
- Work done at home will be shared and acknowledged but not formally marked.

The role of parents and carers

We know and appreciate that life is very busy but, when children start school, we ask that parents enter into a partnership with us, where we all work together to support the children through their learning journey. Most of the activities that are sent home are entirely optional but we do strongly encourage parents to find time each day to do some homework, in line with the 'What is homework?' section. We ask that children are supported to read for short amounts of time each day and that spellings are practised several times a week. This is not meant to be onerous and can take many forms. Staff hold open sessions and workshops to support parents and carers in building up a variety of strategies to use at home with learning to make it fun and meaningful.

Equality of opportunity

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. Reading and spelling homework is differentiated for each individual child and other activities that are sent home are designed to be accessed by all children at their own level.

Parents are encouraged to speak to school about any support that they may need in being able to support their child at home. As a school, we aim to offer appropriate support and guidance for parents to enable equal access to opportunities.