

## Homework Approach

### Our Vision

#### Love

We love and nurture every individual.

#### Learn

We are passionate about inspiring learning.

#### Thrive

We value the uniqueness of each individual's achievements.

Our approach to homework is to encourage a love of learning, provide opportunities for children to be individually nurtured valuing their interests and skills. There is a clear and strong focus on using homework to further inspire learning encouraging independence and creativity. We aspire for each child to be able to self-direct and self-motivate with the support and guidance of the adults around them.

## Out & About

Two fantastic links to a whole host of ideas of learning experiences in the great outdoors.

<https://www.nationaltrust.org.uk/features/50-things-to-do-before-youre-11-activity-list>

<https://www.woodlandtrust.org.uk/naturedetectives/>

## Homework Practices

We welcome and encourage children to continue their learning beyond school and share the results with us. The curriculum learning overview for each class outlines key themes and topics for the term ahead.

We have consciously decided to not 'publish' or 'set' homework tasks or sheets so as to not restrict children's creativity and to avoid these becoming a list to work through.

Instead, we encourage children to further their learning using the topics from class and follow their own personal interests. Children can work at their own personal pace and fit their homework around other hobbies, clubs and interests. We are happy to see and celebrate work produced at home throughout each term.

Based on our experience, the following are examples of ways children typically like to extend and continue their learning. It is not an exhaustive or prescriptive list.

- Find out more about one of the subjects or topics currently being studied.
- Write to an 'expert' on the subject with their questions.
- Make a poster to summarise what they have learnt.
- Create drawings, models and sculptures related to their learning.
- Visit a place of interest linked to their learning in person or virtually.

The children themselves will be able to explain and describe what they would like to do and how they would like to do it.

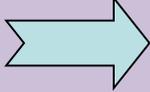
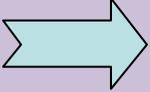
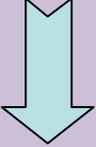
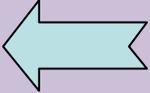
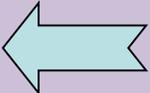
## Huge Value in the Simple Things!

Simple 'traditional' family time spent baking, cooking, playing board games, going for a walk, building a den (inside or out), gardening, washing the car, leaf collecting, using real money, setting or clearing the table, washing up, tidying a room, making a bed, are all great forms of homework.

## Let's Just Talk.

Simply talking to your child about their learning and what they have enjoyed and found interesting is of huge benefit.

When talking with your child try asking questions that explore the theme or topic in the following ways.

<p style="text-align: center;"><b>Remembering</b></p> <p>What happened after . . . ?            How many . . . ?            Who was it that . . . ?            Can you name the . . . ?            Described what happened at . . . ?            Who spoke to . . . ?            Can you tell why . . . ?            Find the meaning of . . . ?            What is . . . ?            Which is true or false . . . ?</p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>Understanding</b></p> <p>Can you write in your own words . . . ?            Can you write a brief outline . . . ?            What do you think might happen next . . . ?            Who do you think . . . ?            What was the main idea . . . ?            Who was the key character . . . ?            Can you distinguish between . . . ?            What differences exist between . . . ?            Can you provide an example of what you mean . . . ?            Can you provide a definition for . . . ?</p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>Applying</b></p> <p>Do you know another instance where . . . ?            Could this have happened in . . . ?            Can you group by characteristics such as . . . ?            What factors would you change if . . . ?            Can you apply the method used to some experience of your own . . . ?            What questions would you ask of . . . ?            From the information given, can you develop a set of instructions about . . . ?            Would this information be useful if you had a . . . ?</p> <p style="text-align: center;"></p>
<p style="text-align: center;"><b>Creating</b></p> <p>Is there a better solution to . . . ?            Judge the value of . . . ?            Can you defend your position about . . . ?            Do you think . . . is a good or a bad thing?            How would you have handled . . . ?            What changes to . . . would you recommend?            Are you a . . . person?            How would you feel if . . . ?            How effective are . . . ?            What do you think about . . . ?</p>	<p style="text-align: center;"><b>Evaluating</b></p> <p>Can you design a . . . to . . . ?            Why not compose a song about . . . ?            Can you see a possible solution to . . . ?            If you had access to all resources how would you deal with . . . ?            Why don't you devise your own way to deal with . . . ?            What would happen if . . . ?            How many ways can you . . . ?            Can you create new and unusual uses for . . . ?            Can you write a new recipe for a tasty dish?            Can you develop a proposal which would . . . ?</p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>Analysing</b></p> <p>Which events could have happened . . . ?            If . . . happened, what might the ending have been?            How was this similar to . . . ?            What was the underlying theme of . . . ?            What do you see as other possible outcomes?            Why did . . . changes occur?            Can you compare your . . . with that presented in . . . ?            Can you explain what must have happened when . . . ?            How is . . . similar to . . . ?            What are some of the problems of . . . ?            Can you distinguish between . . . ?            What were some of the motives behind . . . ?            What was the turning point in the game . . . ?            What was the problem with . . . ?</p> <p style="text-align: center;"></p>

### Reading at Home

One of the most valuable types of homework you can do to support all primary aged children (even Year 6) is to read to them and listen to them read. The value of this can never be underestimated. Ideally, primary aged children should be read to and read to an adult every day.

Reading texts that are above the level children can access independently helps introduce them to vocabulary and concepts that will extend and develop their understanding. Using the following links, you can access primary year group reading spines. These guide suggests the types of books children in each year group should be accessing.

<https://www.scholastic.co.uk/piecorbett/resources>

<https://schoolreadinglist.co.uk/>

### Writing at Home

Supporting and encouraging your child to write for meaningful real life contexts such as invitations, thank you letters, holiday diaries and postcards are all helpful in developing their writing skills. Supporting them in writing about any area of interest in any style or format will also be of great value.

### Maths at Home

For each year group we have produced an overview of some of the aspects that it is beneficial for children to work on at home.

Overviews can be found on the homework page of the school website which is in the Curriculum section.

Helping children with the aspects identified on the overviews can often be achieved in fun and practical ways such as, counting objects in groups, pairing socks, singing to a times tables CD, cutting up cake, sandwiches or fruit (fractions).

As the some of the aspects become more complex the websites in the learning links section of our website <http://www.follifoot.n-yorks.sch.uk/parents/learning-links/> can also be provide ideas and activities to support learning.



### Spelling at Home

Weekly learning of a small number of set spellings is not part of our approach as there is little evidence this supports securing long term embedded learning and understanding. They are often learnt for the week and quickly forgotten.

On the homework page of the school website which is in the Curriculum section you will find the expected word lists for Year 1, Year 2, Year 3&4 and Year 5&6. These lists are made up of words that children in these year groups should be commonly using in their writing. As you will probably notice many of them are words that are commonly misspelt.

We have also included a guide to spelling strategies to use with children on the homework page of the school website which is in the Curriculum section.

Making and using flash cards of these words, playing word hunts, making up rhymes to master tricky words are all simple fun memorable ways to help children with learning these important spellings.

### Weekly Written Practice Tasks

Where families feel they want their child to undertake weekly written tasks many supermarkets and stationery shops stock a wide range of year group work books that can be used.



In addition to the above there are a number of websites that offer printable worksheets and on screen tasks.

<https://www.twinkl.co.uk/>

<http://www.primaryresources.co.uk/>

There are also a number of websites that support the primary national curriculum.

<http://www.bbc.co.uk/schools/0/25119208>

<https://www.topmarks.co.uk>

<https://www.coolmath4-kids.com/>

<https://trockstars.com/>

From time to time we may provide children with access to educational websites such as Number Gym or Sum Dog. Children are welcome to make use of these should they wish. The work completed on these is not monitored by school.

