

EHTM

Pre-Prep

Homework Policy

EATON HOUSE SCHOOLS
POLICY DOCUMENT

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Homework in the Pre-Prep

Homework allows each pupil:

- To practise and reinforce the skills he is learning at school;
- To extend and explore related areas of interest;
- To use the skills they are learning at school in other circumstances;
- To share and celebrate with their parents successes and skills well learnt.

Each boy has a reading record and / or homework books. These books allow daily contact with parents and they are checked in the morning by the Class Teacher or Teaching Assistant.

Reading is completed every night from the Kindergarten onwards, and any other homework tasks has a handing in date as indicated by the teacher.

Homework is allocated as follows:

- Kindergarten: 10 minutes reading every night;
- Year 1: 20 minutes written / learning homework **two** times a week, 10 minutes reading, each night; weekly spelling practice;
- Year 2: 20 minutes written / learning homework **two** times a week, 15 minutes reading, each night; weekly spelling practice and fortnightly times tables practice;
- Year 3: 30 minutes written / learning homework **four** times a week (two written tasks and two pieces of online homework), 15 minutes reading, each night; weekly spelling practice and times tables.

Parents are requested to initial the Reading Record every night after hearing their son read and also write a comment, indicating how their son read on each occasion.

Guidance for parents

Parents are informed about the weekly routine of homework at parent information evenings, at the beginning of the academic year. The school takes the view that pupils are more successful in school when parents take a supportive approach towards their son's completion of homework at home, respecting the fact pupils need to take responsibility for the completion of their homework to help them to develop independence and to learn from mistakes. If helpful, we suggest that parents develop an incentive scheme for use at home, such as sticker chart, to encourage the son(s) to complete his homework.

Parents may make suggestions or ask questions of their son to guide him in the completion of his homework. We encourage parents to make comments on the homework to indicate if a child completed it independently or with some support.

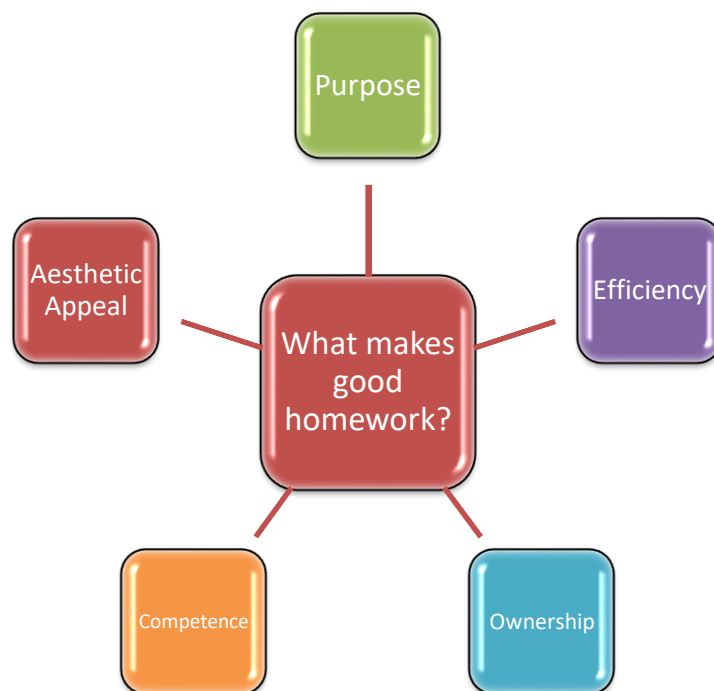
If parents find that their son is having significant difficulties with the completion of a particular task, then they are advised to inform their son's Class Teacher. The school does not expect parents to force their son to complete homework if he is finding it too difficult on any given evening. If parents have any specific concerns about homework, parents are always welcome to discuss them with the Class Teacher.

Guidance for teaching staff

Effective homework consolidates and enhances in-school learning, reinforcing skills, and engaging learners in meaningful and relevant tasks.

Homework may apply skills and knowledge taught in school in real-life situations and demonstrates that learning occurs in everyday life outside school. Designing homework to use learner's creativity and to relate learning to learning anywhere in the world, to help learners see its purpose, enhances the effectiveness and adds relevance to classroom lessons.

Cathy Vatterotte (2010) identified five fundamental characteristics of good homework:



Guidance for teaching staff (cntd)

- Purpose: the learner must understand the purpose and relevance, the *why* of the homework. He should leave the classroom with a clear sense of why he is doing it, what he is supposed to do and how he is supposed to complete it.
- Efficiency: homework should not take an inordinate amount of time. Too easy can lead to boredom, too hard can lead to frustration. Well-structured tasks with in-built self-direction and challenge are helpful.
- Ownership: providing the pupil with choice in their assignments is one way to create ownership. Connecting assignments with pupils' interest is also essential for promoting ownership. When pupils take pride in a 'job well done', they feel more ownership of their work.
- Competence: homework should be differentiated so that it is the appropriate level of challenge for every pupil. Pupils should feel confident that they can complete the work, but that it is sufficiently challenging.
- Aesthetic appeal: a limited amount of information on a page, room to write responses and attractive illustrations invite engagement and interest. Where appropriate, a pupil may design his own way of showing how he can successfully meet and exceed the homework's objective.