



Homework, Assessment and Intervention Guide for Parents

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'Homework is defined as any work or activity which pupils are asked to do outside lesson time, either on their own or with parents/carers.'

Responsibilities

At Doddinghurst Infant School, we believe teaching and learning is a partnership between school and home. Working effectively together, gives each child the greatest opportunity to achieve their full potential. Teachers, children and parents all hold a responsibility in ensuring homework is meaningful and moves the learning forward.

Pupils will:

- Read regularly.
- Always try to do their homework to the best of their ability.
- Listen carefully to homework instructions in class.
- Discuss their homework with their parent or carer.
- Always hand homework in on time.

Teachers will:

- Set appropriate homework activities.
- Value homework as part of the child's whole education.
- Provide clear instructions as to the nature of the task.
- Allow sufficient time for each task to be completed.
- Give appropriate feedback.
- Monitor the completion of homework, liaising with parents/carers where there are any issues.

Parents/Carers will:

- Provide a quiet suitable place in which to do the homework.
- Maintain an interest, provide encouragement and praise throughout homework sessions.
- Encourage your child to take pride in their work.
- Support your child in developing responsibility and independence.

In practice - Homework will look like this:

<u>Year Group</u>	<u>Reading</u>	<u>Other regular activities</u>
EYFS	10 minutes per day	Phonics, sight vocabulary, maths, activities linked to the curriculum 20 minutes per week
Year 1	15 minutes per day	Phonics, English activities including spellings, Maths activities 40 minutes per week
Year 2	20 minutes per day	English activities Spellings and Grammar Maths and problem solving Topic activities 40 minutes per week

As a General Guide - Homework Activities may include:

- reading
- practising phonics, learning sight vocabulary
- learning spellings
- practising handwriting
- learning multiplication tables and number bonds
- mathematical or scientific investigations
- problem solving
- written assignments
- collecting information
- practical activities
- a project task related to the topic the children are working on

Certain activities are more appropriate to different age and ability groups.

Feedback

Homework is not marked in the traditional sense, but it is always shared with the teacher and common mistakes are rectified.

We are always happy to speak to parents/carers and the children about any concerns or worries about the homework. Where families may struggle to complete certain tasks, for example, using the internet, we provide opportunities for this to be completed at school using our facilities.

How Parents/Carers Can Help

Homework allows parents/carers to see what their children are doing and to support their learning. This partnership between the school and the home is a vital part of successful education. If parents/carers are unsure about how much help to give, they are able to discuss this with their child's class teacher.

How parents/carers can help their children learn

- Give your child confidence through lots of praise and encouragement.
- You have a tremendous power to strengthen your child's confidence – and confidence is vital to learning.
- Provide specific praise that focuses on a particular aspect of their work. Comments such as 'I like the way you have' is more effective than 'you're clever'.



- Read to, and with, your child as much as possible.
- Have a love of sharing books together, talking about the story, the characters, the setting.
- Encourage your child to look at notices, signs, print in the environment and understand what they mean.
- Encourage your child to observe and talk about what they see, feel and think.
- Make use of your local library.

- Look out for special events and services for children.
- Visit museums and other places you think that your child might find interesting.
- If your child likes watching television, watch it together sometimes and talk about what has been watched. Children enjoy sharing their experiences and will gain a lot from the discussion.
- Play simple board games or cards as this will help to develop mathematical and language skills.
- Try to provide a reasonably quiet and suitable place where your child can work and show that you and all members of the family value and respect the homework activity.

- Try to set time aside to support your child's homework activities whilst allowing some independence where appropriate.
- Encourage your child to discuss homework with you, including feedback from the teachers.
- Try to help your child to see the enjoyable aspects of homework.
- Try to keep to deadlines for when the homework is handed in.

A PARENT'S GUIDE TO ASSESSMENT AND SATs

Teacher's Assessments in Key Stage 1

For children in Years 1 and 2, teacher assessments are on-going and are a continual process of everyday classroom life. Careful records of your child's attainment are kept and regularly updated. Every half term, we have a formal assessment week where the children undergo key assessments, some of these in the form of tests. These are used alongside the on-going assessments to determine your child's assessment point. These are reported to parents in the autumn and spring term parents' evenings and in the annual summer term reports.

Our parents' Assessment PowerPoint will help you to understand the points system further, which is available on the website.

<http://www.doddinghurstinfantschool.co.uk/parents/how-to-support-your-child>

End of Key Stage Tests

Children will undertake SATs at the end of Key Stage 1 (Year 2). The tests are intended to show if your child is working at, above or below their age related expectation (ARE).

Key Stage 1 Teacher Assessments, Tasks and Tests

These assessments take account of how your child performed in Key Stage 1 tasks and tests for seven year olds. The tasks and tests cover:

- reading
- writing (including handwriting, spelling and grammar)
- maths (including calculation, reasoning and problem solving)

The tasks and tests can be taken at a time the school chooses. We take ours in the summer term (usually during the month of May). The results are not reported separately to teacher assessment, but are used to help the teacher assess your child's work.

The National Curriculum level given to your child at the end of Key Stage 1 is based on on-going teacher assessment alongside the test results. Therefore, it is important for parents to understand that their overall attainment at the end of Key Stage 1 is based on achievements across the year, not just on a single test. These assessments are carefully moderated within school and by the local authority. This is to make sure teachers make consistent assessments of children's work.

Phonics Assessment in Year 1

All children in Year 1 undertake a phonics screening in June. It was first introduced in 2012. This is a National screening and is assessing your child's ability to decode words by using their phonic knowledge. The check consists of real and made up words and as well as testing single letter sounds, it also tests the children's use of digraphs and trigraphs i.e. letter combinations of 2/ 3 letters. The result is reported to parents. The Letters and Sounds phonic programme that we use develops these key skills and our Parents Phonics PowerPoint and booklet will help you understand the concept, both are available on the website.

Early Years Foundation Stage

Children in the Reception year follow the EYFS National Curriculum, and they have their own assessments based on the 6 areas of learning. These assessments are on-going through observations and tasks. The children's achievements against these are tracked and monitored termly and reported to parents in the annual summer term report.

INTERVENTION GROUPS AT DODDINGHURST INFANT SCHOOL

Children at our school receive interventions if there is some concern about their rate of progress or attainment. For example a child may be working below national expectations or they may be working above, but not reaching their full potential. It does not have to be a serious concern, as some children will benefit from a short term, 6 week intervention which enables them to get back on track.

The intervention groups are run in the mornings before school so that they are in addition to the Maths and English teaching that the children receive.

It is a school decision as to whether or not a child would benefit from taking part in an intervention group, but parents will be informed.

Communication to Parents

Parents will be informed termly if their child is working within an intervention group. They will receive a slip as below:

Intervention Slip

Your child _____ will be working in an intervention group to support them in the area of _____

This is aimed at supporting your child in reaching their full potential.

Please refer to the Homework, assessment and intervention guide for parents on our school website, for further information regarding intervention groups.

If parents wish to discuss this further then please make an appointment with the class teacher. However, do remember that your child will have been identified by a rigorous process of assessments, pupil progress meetings and discussions with the senior leadership team.

The intervention groups that we run are as follows:

Phonics and English - 5 Minute Box

This intervention is targeted to the needs of individual learners which enables personalised learning. It supports with reading and writing progress by sounding out letters, digraphs and trigraphs. This intervention then comprises 15 minute teaching sessions using a range of resources such as phonics play and flash cards, delivered by trained learning support assistants.

The 5 minute boxes are a structured programme allowing rehearsal of key skills such as letter formation and recognising the order of the alphabet. The emphasis on multi-sensory learning aims to build on letter and word recognition whilst securing key skills.

Maths - 5 Minute Box

This intervention is intended for those children who need additional support with learning and consolidating key mathematical skills and concepts. At its core is a structured programme, originally written by educational psychologists from Essex, allowing for rehearsal of key skills which will be covered within the daily numeracy session in class. The emphasis on multi-sensory learning aims to build numerical confidence whilst securing the key skills.

Gym Trail

Gym Trail is a gross and fine motor skill intervention. It provides structured activities which focus on balance, core stability and visuospatial awareness.

We hold early morning gym trail sessions 3 times a week.

Narrative Therapy

This is to help children to develop their understanding of story structure and language (who, when, where and what happened). This intervention also supports development of inference skills and should improve critical thinking.

Academically More Able

This group is run to support children with learning both English and mathematical skills and concepts at an advanced level. This helps children over time acquire 'mastery', meaning they gain a deep, long term, secure and adaptable understanding of the subject.

There may be adjustments during the year, if new and appropriate interventions become available.

Monitoring and Evaluation of our Homework and Interventions

The teaching team regularly meet to discuss the effectiveness and impact of our homework and interventions. We respond to feedback from the parent/carer questionnaire and review our practices to enable a better working relationship between the home and the school. This policy will be reviewed annually and adapted to suit the needs of the school as necessary.

Equality

Our policy for homework and interventions recognises the individual needs of pupils and families and adaptations are made to facilitate equality of access and entitlement for all.