

Wootton Wawen C of E Primary School Homework Policy



This policy was approved by the Performance and Standards Committee and supersedes any previous Homework Policy. The policy has been developed by the Staff, with parental contributions, and in consultation with governors (including parent governors). It will be reviewed every 3 years or earlier if needed. Any amendments will require the approval of Performance and Standards Committee.

APPROVAL BODY	P & S Committee
APPROVAL DATE	June 2021
REVIEW DATE	June 2023
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CHAIR OF GOVERNORS	

WOOTTON WAWEN C E PRIMARY SCHOOL

HOMWORK POLICY

Introduction

Through this policy we aim to have a consistent approach throughout the school to homework. The aim is to bring the home and the school into a close working partnership in order to support children's classwork and enhance children's learning opportunities.

This policy was reviewed by the SLT in consultation with staff and parents in summer 2021 and should be read in conjunction with the school's remote learning policy. It will be reviewed in June 2023.

What is homework?

Homework refers to any work or activities which pupils are asked to do outside lesson time either on their own or with parents.

Rationale

Homework can be instrumental in:-

- developing effective partnership between home and school.
- consolidating and reinforcing skills and understanding particularly in literacy and numeracy.
- using home resources to help children's learning.
- extending school learning.
- encouraging pupils to gain the confidence and self discipline needed to study on their own.
- preparing older pupils for the requirements of secondary school.

Some Basic Principles

Homework is set regularly on the class Teams page. Should the school be required to provide blended/remote learning, work will be set on SWAY. This can be accessed through the welearn portal where children can access their work and submit it through their own channels.

The length of time spent on homework and the nature of that homework will vary according to the age of the pupil.

Homework should provide an opportunity for children to practise key skills and as they move through the school, develop the skill of independent learning.

Parents should support their children undertaking homework and some activities may well require their active involvement. ***It is not however a test of parents knowledge!***

Homework will be varied and will not always involve recorded work. All pupils have a homework book for recorded activities and work should be presented neatly and clearly

Homework must be manageable for pupils, teachers and parents.

The school will not set homework during the holidays but always encourages children to read regularly during that time and keep practising basic number skills. The only exception to this rule is in year 6 when the pupils are preparing for the KS2 SATs

Roles and Responsibilities

Responsibilities of the Headteacher:

- To provide a homework club on a weekly basis
- To review and update the policy and guidelines with staff
- To monitor the Teams pages

Responsibilities of the Class Teacher:

- To set up regular homework in an easily followed routine (we use SWAY)
- To ensure that homework is purposeful and links directly to what is being taught
- To check all homework that is handed in on time and provide appropriate written or oral feedback to the pupils
- To monitor homework, praising those who show a positive attitude and supporting those who don't

Responsibilities of the Child:

- To make sure that they know what homework has been set
- To complete homework neatly and hand it in on time

Responsibilities of the Parents:

- To support the school by making sure that their child **attempts** any homework set
- To provide an appropriate space for them in which to do their homework
- To show the child that they value homework by encouraging them to complete it neatly and on time.

Recommended time allocation for homework

Reception	Regular reading and practising their tricky words
Years 1 & 2	Maximum of 1 hour per week – basic number, spelling And reading activities
Years 3 & 4	1- 1.5 hours per week
Years 5 & 6	2-2.5 hours per week

Daily reading is separate from this time allocation and should take priority. This could be the child reading to a parent, reading to themselves or being read to by an adult. We use the Accelerated Reading programme to monitor children's reading and help to ensure they read a variety of books which are targeted at their own level but provide some challenge.

Homework in Key Stage 1

For children in Key Stage 1, we encourage parents to work together with their child to support them with their homework. The emphasis is on phonics, spelling, reading and basic number bonds and tables.

What type of work will my child get?

Reading

Reading on a regular basis is vital when children are in Years 1 and 2. Children will bring their reading books home every evening, and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words i.e. using their phonics knowledge to sound words out or looking at the pictures. It is just as important to discuss the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child. As the children become more confident, they will be gradually moved across to the Accelerated Reader Scheme

Common Exception Words

Children will have daily phonics lessons throughout Key Stage 1, which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children will bring home some words each week for them to read, write and learn. Parents can help children to learn these, by practising them regularly and often. Children will often receive the same words again in order to practise them further. Children should have the opportunity to practice their words over the summer holidays.

Maths

Children will be given homework to develop important maths skills. Parents can support their child by giving them lots of opportunities to practise these skills.

By the end of year 2:-

- Children should be confident in their 2, 5 and 10 times tables. They should be able to say them in order and mixed up.
- Children should be able to double each number up to 20.
- Children should be able to halve each even number up to 20.
- Children should know their number bonds of all numbers up to 20. This means they should know how to make each number, for example 5 can be made by 0+5, 1+4, 2+3, 3+2, 4+1, 5+0
- Children should be able to tell the time when it is o'clock, half past, quarter to and quarter past on digital and analogue clocks.
- Children should be confident when using money. They should know the names of the coins and they should have experience of adding, taking away and finding change.

There are a range of online resources that will support these objectives including Numbots which all children have a login for. The Resources section of the welearn portal contains **Purple Mash** has many fun games and activities designed to help children.

Homework in Key Stage 2

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children, but good habits of independent study should be encouraged.

The main focus for homework in Key Stage 2 continues to be English and Maths, however children will be given more varied tasks in other areas of the curriculum

What type of work will my child get?

There are now many useful educational APPS, which can help your child. They can also access the resources on Purple Mash through our portal. The school has a subscription to TT Rockstars and SPAG.com and will use these to set tasks for the children. Accelerated Reader is the scheme we use to promote and monitor reading

Reading

Children may read to an adult, with an adult or read to themselves. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the text that sometimes will go beyond the literal meaning. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Parents and children should continue to complete their child's reading record to show that they have read to an adult or had a discussion about the book. Pupils complete an accelerated reader quiz after completing a book and this assesses their comprehension.

Other English tasks

These will be linked to what the children will be learning in class. The work could be based on comprehension or punctuation. Sometimes the task will be a piece of writing.

Common Exception Words

Each year group has a set of National Curriculum spellings called Common Exception Words which the children are expected to master. These often don't follow rules, they may have unstressed vowels or unusual letter strings. Each half term pupils will be given a set of these words to learn. They will be tested at the beginning and end of the term and between the two tests they will be expected to practise the words at home as well as in school. The lists for each half-term can be found on the portal. If your child has special educational needs may be given their own word lists instead.

Maths

TT Rockstars, which can be accessed online using the password provided. This allows children to practise their times tables in different ways.

Staff will also set maths tasks intended to revisit or consolidate concepts taught.

The school can recommend published maths books that pupils can use for weekly practice if required such as the Scofield and Sims books.

Wider Curriculum

Work can be linked to any other curriculum areas such as Science, Geography, History, Art. Sometimes it is linked to a national initiative such as Black History Month, Safer Internet day or Book Week.

How parents can help?

Homework can often be a battleground between parents and children so the following advice will be shared with parents to support the process:

- Set up a homework friendly area.
- Involve your child in planning when they are going to do their homework
- Don't ask your child to do homework when they are tired or hungry

- Always insist that your child has a go first, it is fine to help them with the bits they couldn't manage afterwards
- If a child is really struggling don't force the issue, put a note on the work for the teacher who will follow it up.

What to do if you have concerns

If you find the homework inappropriate for your child or it becomes a battleground please talk with your child's teacher in the first instance. If you still have concerns, please talk with the Headteacher.

M. Jones July 2021