

## Homework Policy September 2018 to September 2021

### Aims

At Woodstone Community Primary School, the whole school community is 'Growing Together, Learning Forever'. The vision of Woodstone states:

***'we will create an environment where children are happy, aspirational and creative individuals who have solid foundations for life-long learning.'***

### ***Aims of the Policy***

- to ensure consistency of approach throughout the school,
- to ensure progression towards independence and individual responsibility,
- to ensure the needs of the individual pupil are taken into account,
- to ensure parents/carers have a clear understanding of the expectations placed on them, and the pupil, by the school,
- to improve the quality of the learning experience offered to pupils,
- to support the learning experience via reinforcement and revision,
- to provide opportunities for parents and pupils to work together to enjoy learning experiences,
- to encourage children to develop long-term strategies for future needs,
- in Years 5 & 6, to prepare children for secondary transfer,
- to extend learning opportunities for more able pupils by enabling them to take ownership over their learning.

### ***Homework can be a useful way of consolidating and extending learning.***

It can be a regular example of home and school working together to support children's learning. In Years 5 and 6 it can be a very useful way to introduce children to the expectations of secondary education, where homework will be a daily requirement.

### ***On rare occasions;***

A pupil may not have produced the standard of work expected of them in order to show that they have achieved the learning objective in the lesson. In this case, the teacher may choose to ask that the child completes the work at home. Co-operation from home on these occasions is needed and would be appreciated. Parents will be spoken to if this situation arises.

### ***It is expected that parents/carers***

#### ***will support their children:***

- by taking an active interest in their child's homework,
- by encouraging them and praising their efforts,
- by supporting them in particular tasks,
- by helping them to devise strategies for remembering facts,
- by supervising and enabling them to complete tasks,
- by keeping in touch with the class teacher through the Home/School Diary,
- by reminding them to hand in their homework on time,
- by noting when a reasonable amount of time has been spent on a homework task and making the decision to stop, if necessary, before completion (and informing the class teacher of this decision).

***Communication*** - Home/School Reading Records and/or homework books will give details of exactly what the work entails (if this is not apparent from e.g. the work sheet) & when work is to be handed in.

At all levels, a brief written comment, or even a tick with a date can indicate that parents or an older family member have supported the child in a homework task. It may simply be that a parent/other adult has heard a child read. It is very helpful to the class teacher when this is done regularly.

**Teachers** will acknowledge completed homework and reward children for completing tasks. The school would like to encourage the completion of all homework tasks.

### **Assessment**

- To be fair to children who may not be able to have help from their families, homework will be evaluated, and credit given for effort, but it will not be a part of any formal assessment process within school.
- However, regular homework tasks such as learning multiplication tables and reading, may help children to perform at a higher level in formal assessments carried out in school.
- Liaison between parents and the school in the EYFS will help to inform the Foundation Stage Profile assessment process

### **Inclusion**

Our school tries to be an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children. In Key Stage 2 we will endeavour to run homework clubs to particularly support children who do not have access to a computer at home.

### **Equality Statement**

At Woodstone Community Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

### **Homework Guidelines: (this table is intended as a guide)**

Class	Homework
(Rec)	<ul style="list-style-type: none"> <li>• <b>Reading</b> - books to share and read at home – parents should write comments in the reading records to update teachers of progress at home</li> <li>• <b>Literacy</b> - Sound recognition and letter formation / common words</li> <li>• <b>Maths</b> – Children will be set a Maths challenge each week..</li> </ul>
(Year 1)	<ul style="list-style-type: none"> <li>• <b>Reading</b> – Children should be heard to read regularly (at least 5 X a week for a minimum of 10 minutes) parents should write comments in the reading records to update teachers of progress at home. They may also have word and sound cards to practice.</li> <li>• <b>Spelling</b> – A list of words which the children need to be able to read and spell by the end of the year, will be provided. Children should learn these at their own pace, with support from home.</li> <li>• <b>Maths</b> – Children will be set a short piece of Maths homework each week. This may be electronic (abacus or Purple Mash) or may be a more traditional written piece. Instructions will be provided in the child’s homework book.</li> <li>• <b>My Choice</b> – Beginning in the summer term the children will be provide with a choice of more in-depth homework challenges, to be completed over an extended period of time. These are designed, so that children can play to their strengths and interests and sharing the ‘My Choice’ homework is a highpoint of each topic, for children and adults alike.</li> </ul>

(Year 2)	<ul style="list-style-type: none"> <li>• <b>Reading</b> – Children should be heard to read regularly (at least 5 X a week for a minimum of 10 minutes) parents should write comments in the reading records to update teachers of progress at home. They may also have word and sound cards to practice.</li> <li>• <b>Spelling</b> – A list of words which the children need to be able to read and spell by the end of the year, will be provided. Children should learn these at their own pace, with support from home.</li> <li>• <b>Maths</b> –Children will be set a short piece of Maths homework each week. This may be electronic (abacus or Purple Mash) or may be a more traditional written piece. Instructions will be provided in the child’s homework book.</li> <li>• <b>My Choice</b> – For each topic, children will be provided with a choice of more in-depth homework challenges, to be completed over an extended period of time. These are designed, so that children can play to their strengths and interests and sharing the ‘My Choice’ homework is a highpoint of each topic, for children and adults alike.</li> <li>• <b>SAT’s Revision</b> – Homework in the Spring Term may take the form of extracts from practice SAT’s papers, to be completed with a parent. This will be instead of other homework and will support the work being done in class.</li> </ul>
(Year 3)	<ul style="list-style-type: none"> <li>• <b>Reading</b> – Children should be heard to read regularly (at least 5 X a week for a minimum of 10 minutes) parents should write comments in the reading records to update teachers of progress at home. They may also have word and sound cards to practice.</li> <li>• <b>Spelling</b> – A list of words which the children need to be able to read and spell by the end of the year, will be provided. Children should learn these at their own pace, with support from home.</li> <li>• <b>Maths</b> –Children will be set a short piece of Maths homework each week. This may be electronic (Abacus or Purple Mash) or may be a more traditional written piece. Instructions will be provided in the child’s homework book.</li> <li>• <b>My Choice</b> – For each topic, children will be provided with a choice of more in-depth homework challenges, to be completed over an extended period of time. These are designed so that children can play to their strengths and interests and sharing the ‘My Choice’ homework is a highpoint of each topic, for children and adults alike.</li> </ul>
(Year 4)	<ul style="list-style-type: none"> <li>• <b>Reading</b> – Children should be heard to read regularly (at least 5 X a week for a minimum of 10 minutes) parents should write comments in the reading records to update teachers of progress at home. They may also have word and sound cards to practice.</li> <li>• <b>Spelling</b> – A list of words which the children need to be able to read and spell by the end of the year, will be provided. Children should learn these at their own pace, with support from home.</li> <li>• <b>Maths</b> –Children will be set a short piece of Maths homework each week. This may be electronic (abacus or Purple Mash) or may be a more traditional written piece. Instructions will be provided in the child’s homework book.</li> <li>• <b>My Choice</b> – For each topic, children will be provided with a choice of more in-depth homework challenges, to be completed over an extended period of time. These are designed, so that children can play to their strengths and interests and sharing the ‘My Choice’ homework is a highpoint of each topic, for children and adults alike.</li> </ul>
(Year 5)	<ul style="list-style-type: none"> <li>• <b>Reading</b> – Children should be heard to read regularly (at least 5 X a week for a minimum of 10 minutes) parents should write comments in the reading records to update teachers of progress at home. They may also have word and sound cards to practice.</li> <li>• <b>Spelling</b> – A list of words which the children need to be able to read and spell by the end of the year, will be provided. Children should learn these at their own pace, with support from home.</li> <li>• <b>Maths</b> –Children will be set a short piece of Maths homework each week. This may be electronic (abacus or Purple Mash) or may be a more traditional written piece. Instructions will be provided in the child’s homework book.</li> <li>• <b>My Choice</b> – For each topic, children will be provided with a choice of more in-depth homework challenges, to be completed over an extended period of time. These are designed, so that children can play to their strengths and interests and sharing the ‘My Choice’ homework is a highpoint of each topic, for children and adults alike.</li> </ul>
(Year 6)	<ul style="list-style-type: none"> <li>• <b>Reading</b> – Children should be heard to read regularly (at least 5 X a week for a minimum of 10 minutes) parents should write comments in the reading records to update teachers of progress at home. They may also have word and sound cards to practice.</li> <li>• <b>Spelling</b> – A list of words which the children need to be able to read and spell by the end of the year, will be provided. Children should learn these at their own pace, with support from home.</li> <li>• <b>Maths</b> –Children will be set a short piece of Maths homework each week. This may be electronic (abacus or Purple Mash) or may be a more traditional written piece. Instructions will be provided in the child’s homework book.</li> <li>• <b>My Choice</b> – For each topic, children will be provided with a choice of more in-depth homework challenges, to be completed over an extended period of time. These are designed, so that children can play to their strengths and interests and sharing the ‘My Choice’ homework is a highpoint of each topic, for children and adults alike.</li> <li>• <b>SAT’s Revision</b> – Tasks will be set in the Spring and Summer term.</li> </ul>

