

Homework Policy

RATIONALE

At Wellow School we believe Homework is an integral part of a child's education, giving them the opportunity to extend and consolidate learning at school. It allows them to work independently of the class teacher, but we also believe that learning is very much enhanced when family members are actively involved with pupil's school work, encouraging good communication and the sharing of the learning experience that has been set. Homework can help improve a child's investigative and personal organisational skills and allows them to be creative and reflective in their work. Homework must be purposeful, positive, fair, differentiated to match needs, time limited and enjoyable.

Purpose

To support the work that is carried out during lessons at school in a variety of ways:

- practising skills and consolidating concepts;
 - applying knowledge and employing skills in a wider context;
 - carrying out research to support further learning.
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- To extend the learning opportunities for pupils beyond those presented in the classroom.
 - To foster and promote an effective working relationship between pupils, parents and the school for the benefit of pupils.
 - To enable parents to become better informed about the work their children are engaged in at school and an awareness of how they can help their own children achieve success.
 - To continue the partnership between parents/carers and the school in trying to develop children's potential to the full.
 - To encourage children to develop as independent learners within a supportive framework of the home/school/child partnership.
 - To enable family members to contribute to the child's understanding of how key skills and concepts are essential to full participation in education, future employment opportunities and social competence.
 - To give a positive message to children about the value and importance of their education.



Through this policy we aim to:

- Ensure consistency of approach to homework throughout the school;
- Ensure progression towards independence and individual responsibility;
- Ensure that all partners have a clear understanding about expectations for themselves and the pupils;
- Ensure that opportunities are provided for all pupils to benefit from homework;
- Ensure that all partners are informed as to how homework can assist pupils' progress and achievement.

All homework allows for equal opportunities as set out in the Wellow School “*Policy for Equal Opportunities and Racial Equality*”. No pupil or parent may be discriminated against because of their social circumstances, race, religion, physical or mental ability. Care is taken not to assume pupils have access to libraries, computer equipment, the internet etc.

The following table outlines the maximum times children spend on school work at home:

Reading

Staff have agreed that the most valuable homework is reading. It is widely acknowledged that the ability to read well is a good indicator of professional or academic success. Children who are regularly exposed to a wide variety of words through listening to others talk, along with reading, tend to perform better in school and achieve better.

SUGGESTED READING ACTIVITIES

- Reading to your child
- Hearing your child read
- Sharing a library book
- Questioning about what has been read

Therefore, in the allocation of homework time it is agreed by all staff that the majority of this must be spent on reading activities.

Information for parents about Reading is available from your child's teacher and is also available on the school website. It focuses on ways in which parents can support and extend their child's reading at school and home.

Time allocation

Year Groups	Time allocation	Guidance
Year R	Parents are encouraged to <ul style="list-style-type: none"> • share books with their children by reading to them, hearing your child read their own books from school, sharing library books and talking about what has been read • Practise letter sounds and simple spellings which are sent home in book bags 	



	<ul style="list-style-type: none">• Draw children's attention to words and numbers in their environment. <p>Daily reading is strongly encouraged at home and children who do this make by far the best progress with their reading which greatly influences their progress in other areas. All forms of reading activities should be recorded in the 'Reading Diary'</p>
Year 1	<ul style="list-style-type: none">• 10 minutes daily on reading activities, recorded in the reading diary Reading to your child Hearing your child read Sharing a library book Questioning about what has been read• Weekly 'Best Writing' discussion picture is sent home for children and parents to discuss together. This is shown to improve children's ideas for writing and increase confidence when attempting to write independently in class.• After initial assessments, differentiated, weekly spellings to learn at home which focus on the spelling rules/sounds children need to learn. <p>Sometimes, a piece of work related to the current Learning Unit will also be sent home.</p>
Year 2	<ul style="list-style-type: none">• 10 minutes daily on reading activities, recorded in the reading diary Reading to your child Hearing your child read Sharing a library book Questioning about what has been read• Weekly 'Best Writing' discussion picture is sent home for children and parents to discuss together. This is shown to improve children's ideas for writing and increase confidence when attempting to write independently in class.• After initial assessments, differentiated, weekly spellings to learn at home which focus on the spelling rules/sounds children need to learn. <p>Sometimes, a piece of work related to the current Learning Unit will also be sent home.</p>
<p style="text-align: center;"><u>KEY STAGE 2</u></p> <p style="text-align: center;"><i>Homework will always be set on a Friday and be due by the following Thursday. Our aim is that homework will <u>usually</u>, also be available via Wizzkid, our Virtual Learning Environment. Children without internet access at home will have the option to complete a paper version of the homework or to access it at school.</i></p>	



Year 3	Maximum of 1.5 hours per week	<ul style="list-style-type: none">• At least 1 hours reading weekly, recorded in the Reading Diary.• A piece of English or Maths homework weekly, related to the Learning Unit, designed to take about ½ hour.• There should be ongoing revision and learning of times tables.
Year 4	Maximum of 1.5 hours per week	<ul style="list-style-type: none">• At least 1 hours reading weekly, recorded in the Reading Diary.• A piece of English or Maths homework weekly, related to the Learning Unit, designed to take about ½ hour.• There should be ongoing revision and learning of times tables.
Year 5	Maximum of 2.5 hours per week	<ul style="list-style-type: none">• This must include at least 1.5 hours reading• 2 pieces of Maths and/or English work related to the Learning Unit• There should be ongoing revision and learning of times tables.
Year 6	Maximum of 2.5 hours per week	<ul style="list-style-type: none">• This must include at least 1.5 hours reading• 1 piece of Maths or English work related to the Learning Unit• 1 'project' type assignment per half term, designed to be an ongoing individual project which will be shared towards the end of the Learning Unit• There should be ongoing revision and learning of times tables.

Guidance to parents on homework expectations for is shared at the 'Meet the Teacher' event at the start of each academic year.

Reading Y1/2

- Children are given reading books to take home to read with and to their parents each evening, comments and feedback are recorded in their Reading Diaries.
- Parents are encouraged to share stories, information texts, signs, notices, notes etc. informally with their children as they are encountered in everyday activities.
- High frequency words linked with the reading books are taken home to practice and learn to read.
- Parents are welcome to change children's library books freely
- We encourage parents to use the 'Family Sessions' in the school library after school.

Reading Y3/4

- Children who take home their school reading books to read with to their parents each evening, comments and feedback are recorded in their Reading Diaries.
- Parents are encouraged to share books and other texts informally with their children as they are encountered in everyday activities.
- Children have regular reading conferences/discussions with adults at school to prompt developments in their reading habits and abilities.
- Where parents listen to children read or engage in a reading activity at home this should be recorded in the reading diary. Independent readers will be encouraged to take responsibility for this themselves.
- Parents are still encouraged to read to their children and share books and stories together, even if the child can read well, independently.

Reading Y5/6

- Children are expected to read a range of books and other texts at home. This is recorded in their Diary.
- Diaries are monitored regularly by teaching staff.
- Children have regular reading conferences/discussions with adults at school to prompt developments in their reading habits and abilities.
- Parents are still encouraged to read to their children and share books and stories together, even if the child can read well, independently.

Children who do not complete their homework, with no explanation from a parent, will be asked to attend a 'Homework Group' during Friday lunchtime where a teacher will be available to help and support them to complete the homework then.

Monitoring

This occurs through process of the curriculum monitoring, evaluation and review programme and is reported to the Governing Body by Curriculum Leaders and the Headteacher.

Homework practice and perceptions are reviewed through parent, pupil and staff questionnaires, pupil interviews and work sampling.



Wellow
Primary School

Health and Safety

All staff have a responsibility to set tasks in accordance with the Wellow School Health and Safety Policy. Staff must assess the potential risks associated with any tasks or assignments set so that no unreasonable risks to health and safety are taken.