

Willerby Carr Lane Primary School



Homework Policy

Introduction

Willerby Carr Lane Primary School supports the development of independent learning and extended learning beyond the confines of the classroom and timetable. It is our aim to provide relevant homework tasks which will consolidate, reinforce and extend skills and understanding, particularly in literacy and numeracy.

Aims and Purpose

We value, support and welcome active co-operation between home and school. Through this homework policy we aim to:

- Ensure consistency of approach throughout the school
- Ensure progression towards independence and individual responsibility.
- Ensure parents have a clear understanding of expectations from themselves and their children
- Extend and support the learning experience through reinforcement and revision.
- Provide opportunities for parents, pupils and school, to work in partnership
- Encourage children to develop long term strategies for organising their time/ tasks

Objectives

- To devise a continuous, progressive homework framework throughout the school
- To implement a framework which is appropriate to the age of the children
- To communicate to parents the homework framework for their children
- To provide homework activities which enhance the daily/weekly/termly curriculum
- To encourage participation by parents in their child's homework by either providing support or overseeing the task
- To provide home-school diaries in order to develop organisational skills and communicate information to parents
- To develop the routine of allotting time to homework activities

The Nature of Homework

We recognise that the time allocated for homework activities and the scope of activities will change as children get older and progress through school.

At FS the key purpose is to actively encourage partnership through short activities which will include learning letter sounds, words, reading and maths work. Interaction between parent and pupil will also develop speaking and listening skills.

At KS1 the key purpose is to actively encourage partnership through short activities which will include learning letter sounds, words, reading, spellings, handwriting and maths work. Interaction between parent and pupil will also develop speaking and listening skills.

At KS2 the main purpose is to encourage independent learning which is developed through a gradual increase in type, content and time spent on activities. By the end of KS2 the homework programme will include a wide range of literacy and numeracy tasks as well as other curriculum content, including revision tasks.

All homework will reflect work undertaken during the school day/week/ term and will therefore reinforce much of the learning and prepare children for future learning. Children experiencing specific difficulties in learning will be given similar work to other children but suitably differentiated, yet challenging.

Marking

Feedback, where appropriate, on homework will be given as soon as possible. Some homework may be self marked.

Reading for pleasure

The school encourages pupils to read a variety of texts as well as their usual 'school book'. Reading for pleasure is prized across a range of media (newspapers, comics, magazines, novels, encyclopaedias etc). It is important however that children read the school scheme book because this has a carefully graded progression and challenge in phonics, vocabulary and sentence structure.

Role of the Parent

We encourage parents to value, support and praise their children in participating in homework activities. Parents will be advised of the homework at the beginning of each academic year and their commitment to ensure the homework is completed is identified in the Home School Agreement. We would hope that parents will guide, support, and provide encouragement for homework activities. However it is important that the child actually undertake the tasks, and practises relevant skills, in order for the work to be beneficial and meaning to them. In order for homework to become an integral part of learning it is important that all pupils carry out assignments so that teachers can give whole class feedback. Where homework tasks are regularly not completed the teacher will contact the parents to discuss the issue.

Consultation

Thanks go to everyone who helped to contribute to our homework policy. This policy has been formulated following extensive consultation during Spring and Summer 2017:

- Survey of all parents (51% response rate)
- Sampling of pupil opinion from across the school
- Discussion at staff meetings
- Discussion at Governors' School Improvement Committee
- Discussion and ratification at Full Governing Body meeting

Appendix – Homework Framework

Foundation Stage

- Total time for homework = Approximately 1 hour per week
- Reduced homework for the first ½ term.
- Schedule for homework (days set, expected return) to be agreed across year group and entered into **Reading & Homework Record.**
- Phonics books
- Keywords cards to learn

Focus	Frequency	Quantity	Total Time per week	Description	Book
School Reading Book	at least 3 x per week	5-10 minutes per session	30 mins	Parent supported reading using school reading book. If children want to read their own books they should do this in addition to their school book to ensure progression of reading skills.	School reading book
Keywords	3 x per week	5 minutes per session	15 mins	Read key words and either tick or dot	Word cards: Pictures e.g. lighthouse
Letters and sounds	3 x per week	5 minutes per session	15 mins	Sound and name	Sounds book
Areas of learning	1 x per half term	open ended	n/a	Maths games to play for as little or as long as parents want or tasks/ activities covering different aspects of the curriculum.	Maths games

Year 1

- Total time for homework = Approximately 1 hour per week
- Schedule for homework (days set, expected return) to be agreed across year group and entered into **Reading & Homework Record.**
- All work to be done in designated homework books. Homework books to be standardised across the year group.
- Photocopiable sheets to be copied into book wherever possible, otherwise folded and stuck into homework book.
- All homework books to be marked before going back out.
- Parents to be informed of which spellings their child got right/ wrong.

Focus	Frequency	Quantity	Total Time per week	Description	Book
Reading	at least 3 x per week	10 minutes per session	30 mins	Parent supported reading using school reading book. If children want to read their own books they should do this in addition to their school book to ensure progression of reading skills.	School reading book
Spelling and Phonics	1 test per week	IEP words/ 4 to 8 words/ phonics sounds. Practice through the week for weekly test.	15 mins	Phonics, key words, common errors etc as appropriate	Spelling book
Maths	3 x per week	5 minute sessions - oral	15 mins	Learning number facts: counting patterns eg. 2,4,6,8 number bonds e.g. 6+6=12	n/a

Year 2

- Total time for homework = Approximately 1 hour per week
- Schedule for homework (days set, expected return) to be agreed across year group and entered into **Reading & Homework Record.**
- All work to be done in designated homework books. Homework books to be standardised across the year group.
- Photocopiable sheets to be copied into book wherever possible, otherwise folded and stuck into homework book.
- All homework books to be marked before going back out.
- Parents to be informed of which spellings their child got right/ wrong and their x table score each week.

Focus	Frequency	Quantity	Total Time per week	Description	Book
Reading	at least 3 x per week	10 minutes per session	30 mins	Parent supported reading using school reading book. If children want to read their own books they should do this in addition to their school book to ensure progression of reading skills.	School reading book
Spelling	1 test per week	IEP words or 6 to 10 words	15 mins	Phonics, key words, common errors etc as appropriate	Spelling book
Maths	3 x per week	5 minute sessions - oral	15 mins	Learning number facts: times tables number bonds e.g. 6+6=12	number fact book

Year 3/4

- Total time for homework = Approximately 1 ½ hours per week
- Schedule for homework (days set, expected return) to be agreed across year group and entered into **Reading & Homework Record.**
- All work to be done in designated homework books. Homework books to be standardised across the year group.
- Photocopiable sheets to be copied into book wherever possible, otherwise folded and stuck into homework book.
- All homework books to be marked before going back out.
- Parents to be informed of which spellings their child got right/ wrong and their x table score each week.

Focus	Frequency	Quantity	Total Time per week	Description	Book
Reading	at least 3 x per week	10 minutes per session	30 mins	Parent supported reading using school reading book. If children want to read their own books they should do this in addition to their school book to ensure progression of reading skills.	School reading book
Spelling	1 test per week	IEP words or 6 to 10 words	15 mins	Phonics, key words, common errors etc as appropriate	Spelling book
Maths	3 x per week	5 minute sessions - oral	15 mins	Learning number facts: times tables number bonds e.g. 6+6=12	n/a
Comprehension	1 x per week	comprehension exercise	30 mins	Comprehension text with questions	Writing homework book

Year 5

- Total time for homework = Approximately 1 ½ hours per week
- Schedule for homework (days set, expected return) to be agreed across year group and entered into **Reading & Homework Record**.
- All work to be done in designated homework books. Homework books to be standardised across the year group.
- Photocopiable sheets to be copied into book wherever possible otherwise folded and stuck into homework book.
- All homework books to be marked before going back out.
- Parents to be informed of which spellings their child got right/ wrong and their x table score each week.

Focus	Frequency	Quantity	Total Time per week	Description	Book
Reading	at least 3 x per week	10 minutes per session	30 mins	Parent supported reading using school reading book. If children want to read their own books they should do this in addition to their school book to ensure progression of reading skills.	School reading book
Spelling	1 test per week	IEP words or 12 to 15 words	15 mins	Phonics, key words, common errors etc as appropriate	Spelling book
x tables	3 x per week	5 minute sessions - oral	15 mins	Rehearsing number facts: times tables number bonds e.g. 6+6=12	n/a
Maths	alternate weeks	1 sheet	30 mins	Mental maths	Maths homework book
Comprehension, Punctuation, or Grammar		exercise		Comprehension text with questions or punctuation/ grammar exercise	English homework book

Year 6

- Total time for homework = Approximately 2 hours per week
- Schedule for homework (days set, expected return) to be agreed across year group and entered into **Reading & Homework Record**.
- All work to be done in designated homework books. Homework books to be standardised across the year group.
- Photocopiable sheets to be copied into book wherever possible otherwise folded and stuck into homework book.
- All homework books to be marked before going back out.
- Parents to be informed of which spellings their child got right/ wrong and their x table score each week.

Focus	Frequency	Quantity	Total Time per week	Description	Book
Reading	at least 3 x per week	10 minutes per session	30 mins	Parent supported reading using school reading book. If children want to read their own books they should do this in addition to their school book to ensure progression of reading skills.	School reading book
Spelling	1 test per week	IEP words or 12 to 15 words	15 mins	Phonics, key words, common errors etc as appropriate	Spelling book
x tables	3 x per week	5 minute sessions - oral	15 mins	Rehearsing number facts: times tables number bonds e.g. 6+6=12	n/a
Maths	1 x per week	1 sheet	30 mins	Mental maths / SATS practice	Maths homework book
Comprehension/ grammar/ SATS	1 x per week	1 exercise	30 mins	Comprehension text with questions/ SATS practice	English homework book