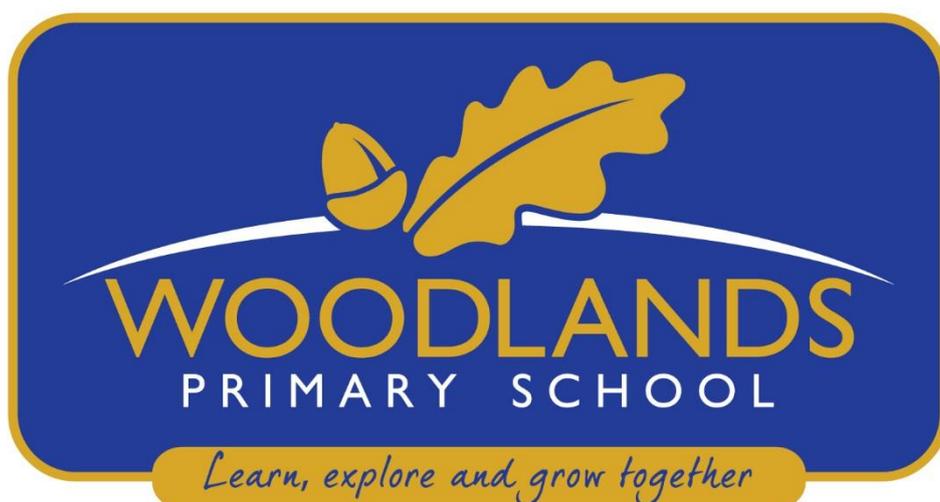


Woodlands Primary School

Homework Policy



Written by	Sue Buxton
Ratified by Governors	Spring 2018
Date for Review	Spring 2021
Signed – Chair of Governors	
Signed – Headteacher	

This policy has been impact assessed by Mary Priestley in order to ensure that it does not have an adverse effect on race, gender or disability equality

The school policy for homework was developed and agreed by the whole staff in consultation with parents and pupils and has the full agreement of the Governing Body.

Rationale

We believe homework should:

- provide opportunities for parents, children and the school to work together in partnership to enhance children's learning.
- encourage children to develop the responsibility, confidence and self-discipline needed to study independently.

Aims

- encourage pupils and their parents to share and enjoy learning experiences.
- support the development of independent and self-directed learning, enabling a child to make personal choices about their learning.
- reinforce and consolidate work covered in class by providing further opportunities for the individual pupil beyond the classroom environment.
- be accessible to **all** children and their families.

Homework should be a positive opportunity for the child and a parent to spend time together and discuss learning. Throughout a pupil's time at the school, the amount and duration of homework will slowly increase. Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the class teacher.

**Learn, explore and grow
together....**

Homework Tasks*

The majority of homework at Woodlands will concentrate on the following key areas:



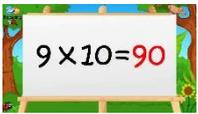
Reading

We believe in reading for enjoyment and encourage parents to build in a nightly book share with their children - from reception right the way through to Year 6. As a child develops, they will take over most of the reading and may sometimes read independently. During these times (which could involve the entire family!), children should be encouraged to listen to stories, develop confidence with reading, understand what they are reading and read a variety of different books. Book lists and links are included on the school website.



Spelling

Spelling is a skill which needs practising - little and often is the key. Encourage your child to learn how to put words into a sentence as well as spell them out loud. Some children find it much easier to learn to spell a word by writing it down - write it once, cover it over, write it again, check with the first and repeat (LOOK, COVER, WRITE, CHECK). Try to make learning spelling fun – join in!



Times Tables

Like spelling, times tables are just facts to learn. The same techniques work – practising little and often, writing them down and playing games. The key is to take one table at a time and learn a few facts. **Make sure children learn the whole fact (two times two is four)** rather than just chant the answers. Once the facts are remembered, learn them out of order. Race them! Do they know the related division facts? (If $3 \times 2 = 6$, then $6 \div 2 = 3$ and $6 \div 3 = 2$) Once a table is learnt go on to the next one – but remember reinforcement is the key and children will forget them – and so you will need to revisit them more than once. Each time children revisit, their learning speeds up until the whole table is committed to their memory.

Mathematics

Sometimes maths homework will be about practising what children have learnt in class but sometimes homework will be about putting the maths we have learnt into an everyday context. In reception this may mean asking your children to find and count shapes in the kitchen or measure whose feet or bigger. In Y6 this may be calculating whether a certain area of carpet would be too large or too small for your house.

A clear model will always be shown at the start of the work so that you can help.

Speaking and Listening

We like to make sure that children are given ample opportunity to learn to speak out loud to different audiences – and also to listen to what other children can say and ask questions. Props help. If your child is given a topic to learn about, then encourage them to learn a little about it first (this may only be three things in reception) and bring in an object or picture to support them. Get them to practise at home first – you could be the audience! By Y6, they may be asked to take part in a debate or learn a poem off-by-heart.

* These will be covered in much greater depth at the annual Year Group Introduction Meetings each September

Remember.....

- Home learning should ***not*** be stressful
- Sometimes children find things tricky – that is OK. Model how to react when things are difficult – don't give up!
- Car travel, in the bath, at the table, on a walk, on the way to school are all good times to reinforce facts to be learnt.

Subject	Year group	Frequency	Additional Information
Take 10! These activities should be practised little and often - 10 minutes here and 10 minutes there.			
Reading and book sharing	All Years	Every day – as often as possible	Five times per week minimum with signature in diary
Spelling/Phonics	All Years	Every day – as often as possible	Handed out on Friday. Test on Friday (Y2-Y6)
Times Tables	Year 2 – Year 6	Every day – as often as possible	Test on Wednesday (Y2-Y6)
Speaking and Listening	Reception	Weekly - after the settling in period.	Based on personal development, research, topic and English
	Key Stage 1	Termly – six times per year	
	Key Stage 2	Seasonally – three times per year	
Maths	All Years	Alternate weeks (with English in Y5 and 6)	Handed out Friday. Handed in Tuesday. A range of mathematics and tables activities
English (Grammar and Punctuation/Comprehension)	Y5/6	Alternate weeks – (with mathematics)	Handed out Friday. Handed in Tuesday.
Headteacher Question of the Term	All Years Three times per year This is a research based question which any children can choose to participate in. All responses will be displayed in school and certificates given.		

All children will have a homework diary which plays a key role in home/school communication. Both parents and teachers should use these to keep a track of homework and also to send reminders. They should be taken home each night and brought in each day. Children in Years 2-4 will have a homework wallet in which to keep their diary and books.

Role of the Pupil

- To make the time to complete home learning carefully to the best of their ability.
- To discuss difficulties with their parents and teachers – to use a growth mindset to overcome difficulties.
- To hand in completed homework on time.

Role of the Class Teacher

- To ensure any homework is purposeful and links directly to the curriculum.
- To give feedback to pupils.
- To provide a clear model of how to complete the homework.
- To set homework that enables all children to be able to access and complete.

Role of Parents/Carers

- To be actively involved and support their child with homework tasks.
- To provide a suitable place for their child to carry out his/her homework.
- To read a wide range of books with their children.
- To encourage their children to do their best at all times and develop a growth mindset.
- To encourage and praise their child when they have completed his/her homework.
- To sign the homework diary each time their child is heard to read.
- To discuss any worries or concerns with the school when necessary.

If a child is absent for a length of time, the teacher and the parent will agree what learning should be done at home, how it should be marked and what type of help and support needs to be given.

Parents/carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

Equal Opportunities and Access

One of the key aims of this homework policy is to enable equal access for all pupils.

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment, which dispels ignorance, prejudice or stereotyping – homework activities are included in this.