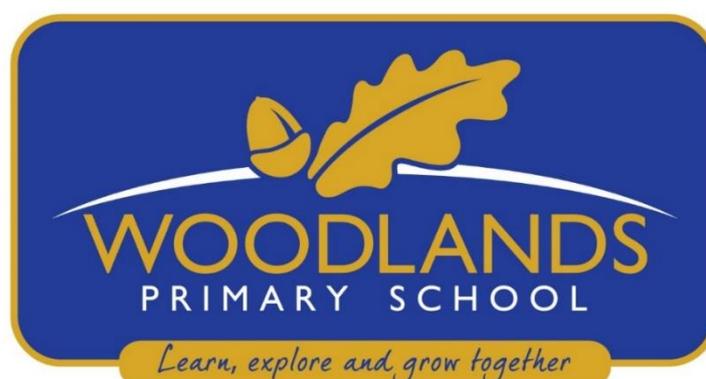


# Woodlands Primary School

## Homework Policy



Written by	Mark Burns
Ratified by Governors	November 2022
Date for Review	November 2025
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy?	External
Is this based on a model policy?	No

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

### The purpose of homework at Woodlands

- To practise skills and consolidate understanding of learning covered in lessons to support long-term retention of knowledge.
- Our approach to homework should not be onerous for pupils or parents - the amount and difficulty of homework is tailored according to the child's age and ability.



#### Principle 1: Access

- Our homework should be accessible to all children to avoid creating learning gaps.
- Our teachers will aim to understand and address any barriers to completion, such as access to a learning device or resources.
- Our homework routines are familiar and predictable for children and families.
- As much as possible, our homework resources are paper-based, which will be supplied to the children.
- Pupils' mathematics homework books (from Year 2 onwards) contain relevant resources stuck in at the front, which children and parents can refer to for support. We will also provide an example for children and parents to see what is expected of them.

#### Principle 2: Purposeful thinking

- Reading will be the most frequent homework activity - reading books are provided at the correct level for each child.
- All homework will focus on the core knowledge we have taught pupils.
- We aim to use well-designed tasks that are linked to classroom learning to enable the retrieval and consolidation of learnt content.

#### Principle 3: Accountability

- It is the expectation that all children will complete homework tasks to the best of their ability.
- Timings and routines for the setting and collecting of homework remain consistent, so pupils and parents have clarity on this.
- We understand that occasionally homework may be late, but where this happens frequently, teachers will discuss with parents and child and establish how this could be improved i.e. through adapted materials or resources.
- Teachers may ask pupils to complete homework in their lunchtime, if – following additional support – deadlines are still being missed.

#### Principle 4: Value

- Pupils who can see that the work they do at home makes them better in class will grow, not just in their knowledge, but also in their confidence and surety that homework really helps.
- It is imperative that we explain to pupils why we set certain homework tasks.
- We aim to feed the work children do at home into the work they do in class, so that they can mutually reinforce each other.
- Teachers provide parents and pupils with clear learning objectives and motivational instructions for tasks as well as clear examples of work to guide both children and adults.

*If parents have any concerns about the homework set for their child, they should not hesitate to contact the class teacher.*

Year group	<b>Woodlands Primary School homework schedule: Reception to Year 6</b>	
Reception	<p><b>Reading</b> daily to an adult (our guide is 10 minutes minimum). From January, we send home four ‘red’ words (high frequency words) each week and children will be verbally tested on these in school.</p> <p><b>Phonics</b> – children can watch videos relating to the sounds taught that week in school (these are accessed via QR codes stuck into the Reading Records).</p> <p><b>Speaking and Listening</b> – children are encouraged to informally share things that interest them or things they have experienced with their class whenever they want to.</p> <p><i>We may also offer suggestions for home learning linked to what we are doing that week in class.</i></p>	
Year 1	<p><b>Reading</b> daily to an adult (our guide is 10 minutes minimum). We send home four ‘red’ words (high frequency words) each week and expect to see children apply these correctly in their writing.</p> <p><b>Phonics</b> – children can watch videos relating to the sounds taught that week in school (these are accessed via QR codes stuck into the Reading Records).</p> <p><b>Speaking and Listening</b> tasks set each term (six times a year) based on current learning.</p>	
Year 2	<p><b>Reading</b> daily to an adult (our guide is 10 minutes minimum).</p> <p><b>Spelling</b> words / rule handed out on Fridays with a test the following Friday. ‘Look, Cover, Write, Check’ sheets sent home weekly for practice purposes (no requirement to bring back). Parents will be informed of weekly scores and incorrect spellings.</p> <p><b>Maths</b> homework set every week on a Friday and to be handed in on a Tuesday. 20 minutes across the week on <i>Numbots</i> (an online maths app for consolidating and developing knowledge of number) – our tip is that a number of shorter sessions is better than one single 20 minute session.</p> <p><b>Speaking and Listening</b> tasks set each term (six times a year) based on current learning.</p>	
Year 3	<p><b>Reading</b> daily to an adult (our guide is 10 minutes minimum).</p> <p><b>Spelling</b> words / rule handed out on Fridays with a test the following Friday. ‘Look, Cover, Write, Check’ sheets sent home weekly for practice purposes (no requirement to bring back). Parents will be informed of weekly scores and incorrect spellings.</p> <p><b>Maths</b> homework set every week on a Friday and to be handed in on a Tuesday (completed in homework books). 20 minutes per week minimum on <i>Times Table Rockstars</i>.</p> <p><b>Speaking and Listening</b> – set three times a year (once a seasonal term) replacing Maths homework that particular week.</p>	
Year 4	<p><b>Reading</b> daily to an adult (our guide is 10 minutes minimum).</p> <p><b>Spelling</b> words / rule handed out on Fridays with a test the following Friday. ‘Look, Cover, Write, Check’ sheets sent home weekly for practice purposes (no requirement to bring back). Parents will be informed of weekly scores and incorrect spellings.</p> <p><b>Maths</b> homework set every week on a Friday and to be handed in on a Tuesday (completed in homework books). 20 minutes per week minimum on <i>Times Table Rockstars</i>.</p> <p><b>Speaking and Listening</b> – set three times a year (once a seasonal term) replacing Maths homework that particular week.</p>	
Year 5	<p><b>Reading</b> daily to an adult (our guide is 10 minutes minimum).</p> <p><b>Spelling</b> words / rule handed out on Fridays with a test the following Friday. ‘Look, Cover, Write, Check’ sheets sent home weekly for practice purposes (no requirement to bring back). Parents will be informed of weekly scores and incorrect spellings.</p> <p><b>Maths</b> homework set every week on a Friday and to be handed in on a Tuesday (completed in homework books). 20 minutes per week minimum on <i>Times Table Rockstars</i> (for some pupils).</p> <p><b>Speaking and Listening</b> – set three times a year (once a seasonal term) replacing Maths homework that particular week.</p>	
Year 6	<p><b>Reading</b> daily to an adult (our guide is 10 minutes minimum).</p> <p><b>Spelling</b> words / rule handed out on Fridays with a test the following Friday. ‘Look, Cover, Write, Check’ sheets sent home weekly for practice purposes (no requirement to bring back). Parents will be informed of weekly scores and incorrect spellings.</p> <p><b>Maths</b> homework set every week on a Friday and to be handed in on a Tuesday (completed in homework books). 20 minutes per week minimum on <i>Times Table Rockstars</i> (for some pupils).</p> <p><b>Speaking and Listening</b> – set three times a year (once a seasonal term) replacing Maths homework that particular week.</p>	

### Enthuse your child about undertaking homework and model its value

In order to do this, we would encourage you to do the following...

Be actively involved and support your child with homework tasks

Provide a suitable place in which your child can do their homework equipped with a clear table space, chair and good light without the distractions of television, other family members and pets, preferably with an adult to discuss, encourage and support

Encourage your child to do their best at all times and praise them for their effort when they have completed homework set

Ensure work is complete and returned to school on time

Discuss any worries or concerns with the school when necessary

### Support your child to become a competent and enthusiastic reader

We are committed to sharing our love of reading with our pupils and are dedicated to helping them become the best readers they can be.

A commitment to reading must continue at home for it to become second nature and enjoyable for children.

Support and enthusiasm from parents with their child's reading - in tandem with ours - will be crucial to their success at Woodlands and then beyond.

We encourage parents to follow our four reading rules:

1. Listen to your child read every day
2. Read to your child every day
3. Talk to them about what they are reading every day
4. Let them see you read frequently, whether it's a book, newspaper or magazine.

**Finding just 15 minutes in the day to do these things, will make all the difference!**

### Nurture and develop your child's curiosity and love for learning (may include):

Visiting libraries, museums etc.

Cooking

Taking them swimming

Playing games e.g. board games, cards, ball games

Watching informative TV programmes together

Providing opportunities for craft activities, e.g. cutting, sticking, sewing, painting etc.

Gardening and growing plants

Using the internet to research something with your child (following guidelines for safe internet use)

Talking to your child about schoolwork, their day, what they have been learning about and how they have been learning

**How parents can support with homework**

DOCUMENT HISTORY	
Date	Summary of Changes
Spring 2018	Previous policy written
October 2022	New homework policy written