

# Willerby Carr Lane

Primary School



## Homework Policy

### POLICY MANAGEMENT

|                         |   |
|-------------------------|---|
| <b>Approved by</b>      | Full Governing Body   |
| <b>Date approved</b>    | Spring 2023   |
| <b>Effective date</b>   | Summer 2023   |
| <b>Review frequency</b> | 3 years   |
| <b>Version Control</b>  | The most up to date version of this document is held on the school's intranet |

## Purpose

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.

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

### Reading at home

Reading is one of the most important activities parents and carers can do to support their children's attainment.

We recommend that children read their school reading book to an adult, a little bit every day. As a minimum we ask that children read their reading book at least 3x per week.

### Homework

| Year Group | Approximate total time for homework |
|------------|-------------------------------------|
| EYFS       | 1 hour                              |
| Year 1     | 1 hour                              |
| Year 2     | 1 hour                              |
| Year 3     | 1 ½ hours                           |
| Year 4     | 1 ½ hours                           |
| Year 5     | 1 ½ hours                           |
| Year 6     | 1 ½ hours                           |

### Weekly Homework activities

Spellings/ Phonics

Number bonds/ Times tables

- spellings to learn
- Number bonds/ times tables (TT Rockstars or White Rose app)
- Maths or English **written task in a book.**
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This will alternate each week.

Maths task one week (KS1 this might be rehearsing number facts and may not need recording by pupils)

English task - Grammar/ punctuation or comprehension the next.

SLT would like a whole school approach to this so all year groups are doing an English task or maths task at the same time.

(Suggest starting with Maths task from wb 26<sup>th</sup> Sept)

| Focus             | Description  |
|-------------------|--|
| Phonics/ Spelling | Reading / writing phonics sounds<br>Learning spellings |

|   |  |  |
|---|--|--|
| Number Bonds/ times tables              |  |  |
| Alternating Maths/ English task in book |  |  |

## 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.<br><br>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:<br>counting patterns eg. 2,4,6,8<br>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:<br>times tables<br>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:<br>times tables<br>number bonds e.g.<br>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 |