

Upton Westlea Primary School

Homework Policy



Approved by staff: March 2016

Signed: K Carruthers

Approved by Governors: March 2016

Signed: J Houlbrook

Review Date: March 2019

Upton Westlea Homework Policy

Why Is Homework Important?

“Homework is an important extension of classroom learning. It helps to cement the ideas that children learn at school (or should be learning!), helping things sink in further and expanding their knowledge.

The complexity and amount of homework that needs to be carried out obviously increases considerably as children progress through school. The amount of homework given to primary aged children varies, but they are likely to get some on a regular basis. Getting used to doing homework from an early age will definitely be an advantage, as children are more likely to continue doing so as they progress through their school years.” Early Childhood Education Website

Upton Westlea Primary School is committed to providing the best possible quality of education to all learners. To help achieve this commitment, our homework system is designed to ensure that parents and carers can support children’s learning at home.

Aims of the Policy

- to ensure consistency of approach throughout the school,
- to ensure progression towards independence and individual responsibility,
- to ensure the needs of the individual pupil are taken into account,
- to ensure parents/guardians have a clear understanding of the expectations placed on them, and the pupil, by the school,
- to improve the quality of the learning experience offered to pupils,
- to support the learning experience via reinforcement and revision,
- to provide opportunities for parents and pupils to work together to enjoy learning experiences,
- to encourage children to develop long-term strategies for future needs,
- in Years 5 and 6, to prepare children for transfer to high school,
- to extend learning opportunities for more able pupils by enabling them to take ownership over their learning.

Homework can be a useful way of consolidating and extending learning.

It can be a regular example of home and school working together to support children’s learning. In Years 5 and 6 it can be a very useful way to introduce children to the expectations of secondary education, where homework will be a daily requirement.

Examples

- a reading book, or books, which is/are taken home each day for reading practice,
- exploring spelling patterns,
- over a period of time, learning multiplication tables – usually begins in Year 2,
- to finish an account or story,
- to complete a drawing/design which does not need any more class time devoted to it,
- to use notes or a simple framework of ideas to produce a piece of work,
- to complete an exercise which helps to consolidate some learning introduced in the classroom – “show me what you know about.....?”,
- to give the child(ren) more practice in a process or method learned in class,
- a piece of research – “what can you find out about?”,
- an activity – “make a chart of”,
- an observation – “keep a record over a few days of”,

- a pupil may decide to pursue further an interest from a study theme, by using books or other sources at home; visiting a library; using a computer encyclopaedia; making a model or diagram.

Types of Homework at Upton Westlea Primary School

A parental survey (February 2016) demonstrated that it is difficult to meet the expectations of *all* parents. Some feel that we give *too much homework*, some say '*too little*'. To combat this, we provide a number of homework options, and children/ parents can decide how many to complete each week. There are important tasks such as spellings, times tables and reading that we feel children should complete on a regular basis each week (we call these **compulsory homework tasks**). Other homework tasks are **half termly**; Some weeks, children may want to do homework on something that they did that was really exciting during an evening/ weekend/ holiday; this is great and is another opportunity for children to think creatively about what they have learnt and how to show it. Sometimes *creative homework* projects will be set for 3 or 4 weeks, which provide children with open ended opportunities to produce vibrant and exciting projects on different topics.

It is expected that parents will support their children:

- by taking an active interest in their child's homework,
- by encouraging them and praising their efforts,
- by supporting them in particular tasks,
- by helping them to devise strategies for remembering facts,
- by supervising and enabling them to complete tasks,
- by keeping in touch with the class teacher through the Home/School Diary,
- by reminding them to hand in their homework on time,
- by noting when a reasonable amount of time has been spent on a homework task and making the decision to stop, if necessary, before completion (and informing the class teacher of this decision).

The school will ensure that:

- tasks set are reasonable and matched to the pupils' needs;
- they always acknowledge completed homework (with a signature, smiley face and/or comment);
- they will support and listen to parents who ask for our help;
- systems are in place in each classroom to ensure that they are alerted if parents have written in the home-school diaries;
- children are rewarded for the effort required to complete homework tasks - Homework dojo's / certificates are given to pupils for reading at home (identified by comprehension activities in Y2 upwards). Completed longer term (project based), half termly homework tasks will also earn dojo's or a certificate see the table on the next page for details.

| Year Grp | Compulsory Homework | Half Termly Homework |
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| EYFS | <p>Reading – (10 mins 3 times a week in the Autumn Term, 10 mins per evening in the Spring and Summer Terms) books to share and read at home – parents should write comments in the home school diary to update teachers of progress at home; adults in school will respond – children will get dojo's / certificates for reading at home.</p> <p>Phonics activities linked to the child's current 'phase' of learning.</p> | <p>Creative homework – <i>this is a topic based homework that children can complete in their preferred way. (e.g. a weekend visit from our family of bears, hunting for minibeasts or exploring magnets, celebrating what children have done at home etc)</i></p> <p><i>Children may be asked to bring in photos or objects to support learning in class.</i></p> |
| Year 1 | <p>Reading – (10 mins per evening) Children should be heard to read regularly - parents should write comments in the home-school diaries to update teachers of progress at home – children will get dojo's / certificates for reading at home.</p> <p>Phonics and/or Spellings activities linked to the child's current 'phase' of learning. Given out on Friday to be returned on Tuesday. (More information below)</p> <p>Maths – extension of weeks learning. Given out on Friday to be returned Tuesday.</p> | <p>Creative homework – <i>this is a topic based homework that children can complete in their preferred way. This will be set roughly half termly.</i></p> |
| Year 2 | <p>Reading – (15 mins per evening) Children should be heard to read regularly at home – Children will be given comprehension type activities to do - children will get dojo's / certificates for reading / comprehension work done at home.</p> <p>Phonics and/or Spellings –These will be given on a Friday to be learnt for the following Tuesday, based on phonic or spelling patterns learned throughout the week. (More information below)</p> <p>Literacy and Maths (alternate weeks) – work will be given related to activities done within that week. Given out on Friday to be returned on Tuesday.</p> | <p>Creative homework – <i>this is a topic based homework that children can complete in their preferred way. This will be set roughly half termly.</i></p> <p>N.B During the Spring Term more homework may-be given in preparation for SATs and to consolidate work done in class.</p> |
| Year 3 | <p>Reading – (15 mins per evening) Children should be heard to read regularly - Children will be given comprehension type activities to do - children will get dojo's / certificates for reading / comprehension work done at home.</p> | <p>Creative homework – <i>this is a topic based homework that children can complete in their preferred way. This will be set roughly half termly.</i></p> <p>N.B At least one half termly task will involve Science / research.</p> |

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| | <p>Phonics and/or Spellings –These will be given on a Friday to be learnt for the following Tuesday, based on phonic or spelling patterns learned throughout the week. (More information below)</p> <p>Literacy and Maths (alternate weeks) – work will be given related to activities done within that week. Given out on Friday to be returned on Tuesday.</p> | |
| Year 4 | <p>Reading – Children should be heard to read regularly - Children will be given comprehension type activities to do - children will get dojo's / certificates for reading / comprehension work done at home.</p> <p>Literacy/Maths (alternate weeks) – Children will be expected to complete a task linked to the work from the classroom – taking no longer than 20 minutes or no longer than the advised time set by the class teacher. (If your child struggles to complete the homework in the set timescale please let the class teacher know so it can be addressed in school).</p> <p>Spellings –These will be given on a Friday to be learnt for the following Tuesday, based on phonic or spelling patterns learned throughout the week. (More information below)</p> | <p>Creative homework – <i>this is a topic based homework that children can complete in their preferred way. This will be set roughly half termly.</i></p> <p>N.B At least one half termly task will involve Science / research.</p> |
| Year 5 | <p>Reading – Children should be heard to read regularly - Children will be given comprehension type activities to do - children will get dojo's / certificates for reading / comprehension work done at home.</p> <p>Literacy/Maths – Children will be expected to complete a task linked to the work from the classroom in Literacy and Maths every week. Each task should take no longer than 25 minutes or no longer than the advised time set by the class teacher. (If your child struggles to complete the homework in the set timescale please let the class teacher know so it can be addressed in school).</p> <p>Spellings – These will be given on a Friday to be learnt for the following Tuesday, based on phonic or spelling patterns learned throughout the week. (More information below)</p> | <p>Creative homework – <i>this is a topic based homework that children can complete in their preferred way. This will be set roughly half termly.</i></p> <p>N.B At least one half termly task will involve Science / research.</p> |
| Year 6 | <p>Reading – Children should be heard to</p> | <p>Creative homework – <i>this is a topic</i></p> |

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| | <p>read regularly - Children will be given comprehension type activities to do - children will get dojo's / certificates for reading / comprehension work done at home.</p> <p>Literacy/Maths – Children will be expected to complete a task linked to the work from the classroom in Literacy and Maths every week. Each task should take no longer than 30 minutes or no longer than the advised time set by the class teacher. (If your child struggles to complete the homework in the set timescale please let the class teacher know so it can be addressed in school).</p> <p>Spellings – These will be given on a Friday to be learnt for the following Tuesday, based on phonic or spelling patterns learned throughout the week. (More information below)</p> | <p><i>based homework that children can complete in their preferred way. This will be set roughly half termly.</i></p> <p><i>N.B At least one half termly task will involve Science / research.</i></p> <p>During the Spring Term more homework will be given in preparation for SATs and to consolidate work done in class.</p> |
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Spelling homework is provided weekly but its purpose is for children to learn a rule/pattern; therefore, children are given no more than 5 words per week to learn. In EYFS, once children are introduced to Phase 2 in phonics, they are given the initial phonemes to take home to practise, revise and consolidate. Sounds continue to be sent home for practise in Year 1. Each week, in Year 1 to Year 6, children will select an activity, from a given bank, to practise spelling rules/patterns/sounds which they will record in their home spelling journal. This allows children to focus on said rules/patterns and how they are applied, rather than focus on rote-learning a set of words. When learning words provided, children are encouraged to use the Look, Cover, Write, Check approach. Children are then expected to use learned words in context by putting them into sentences.

Communication

Details of each week's homework expectations will be written in each child's home-school diary or on an attached sheet or via the school website. This will include:

- The date the task was set
- The deadline for the task to be handed in
- Details of what the task entails
- An indication of both Compulsory and half termly homework tasks (making it very clear which are which).

The homework priorities for Upton Westlea are:

- reading
- times tables
- spellings/ phonics

At all levels, a brief written comment, or even a tick with a date can indicate that parents or an older family member have supported the child in a homework task. It may simply be that a parent has heard a child read. It is very helpful to the class teacher when this is done regularly.

Many classes follow topics each term, which involve several areas of the curriculum. To help parents and children get more from their wider curriculum study, the class teacher will provide a curriculum map for parents via the website in September each year. It is important to note that information contained in the curriculum maps is subject to change at any time according to the learning needs of the pupils.

Assessment

- To be fair to children who may not be able to have help from their families, homework will be evaluated, and credit given for effort, but it will not be a part of any formal assessment process within school.
- However, regular homework tasks such as learning multiplication tables, may help children to perform at a higher level in formal assessments carried out in school.
- Liaison between parents and the school in the EYFS will help to inform the Foundation Stage Profile assessment process
- It is important that teachers take the time to comment upon homework in order that parents can see that we value the effort that is put in at home

Equality Statement

At Upton Westlea Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Upton Westlea Primary School is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.