



Wellesley Park Primary School

Homework Policy

Date: January 2023

Headteacher: Mrs Carly Wilkins

CEO: Mrs Sarah Watson

Due for review: Spring Term 2024

Why do homework?

Homework is an important part of a child's education and can add much to a child's development and attainment as it provides an opportunity to consolidate and practise skills and knowledge taught in class – helping your child to know more and remember more. Homework at Wellesley Park focuses specifically on developing and improving key skills in reading, English and maths. Teachers may also set occasional extra homework, linked with wider-curriculum subjects.

Homework Expectations:

1. ENGLISH

Reading

- Fluent reading and good comprehension skills impact directly on a child's learning across *all* areas of the curriculum. Children should therefore, read outside of school **at least four times a week**. This should be signed off as completed by their parent/carer, in their child's reading record book. Class teachers will monitor this weekly and offer support when required.
- In Foundation Stage and Key Stage 1, children may also bring home sight words and phonic tasks to develop their decoding skills and sight vocabulary.

Spelling

- A full set of spellings for each year group will be sent home at the start of each half term. Children are expected to practice and learn these words for spelling, definition and correct use, at home, as well as within school.
- Foundation Stage do not have spellings to learn as they are just starting out on their Phonics learning.

Writing

- In KS1 teachers may send out occasional writing tasks that will consolidate learning. In KS2, SPAG/writing activities will be sent out regularly in order to enhance the learning taking place in class.

2. MATHS

Maths Skills

Fluency in maths is also achieved through practice. In Key Stage 1, teachers may send out occasional, small mathematical-based tasks to enhance learning from that week. In Key Stage 2, weekly maths activities will be set, linked to their current in-class learning. Additionally, all children from Year 2 (Summer term) upwards, will be expected to practice age-appropriate multiplication tables, at least weekly. Weekly practice of key mathematical skills builds speed and recall of key facts and methods and helps to develop and consolidate mathematical confidence.

Times Tables and Related Facts Knowledge

Children need to be able to recall all the times tables up to 12 x 12 by the age of 9.

When it comes to times tables, SPEED AND ACCURACY are important. The more facts a child remembers, the easier it is for them to complete harder calculations.

Speed recall is achieved through practice. This includes understanding the links between multiplication and division including, related facts, eg $7 \times 8 = 56$; $56 \div 8 = 7$; $560 \div 7 = 80$; $70 \times 80 = 5600$

In Key Stage 2 all children have a **Times Table Rock Star** account that they can log into at home to practise all times tables. **Times Table Rock Stars** is a fun and challenging programme designed to help children master the times tables. Your child's class teacher will set the weekly tasks for this.

3. **KNOWLEDGE ORGANISERS AND WIDER-CURRICULUM HOMEWORK**

A **knowledge organiser** is a 'go to' document that outlines key facts or core information that children need to know, understand and recall in a topic.

Knowledge Organisers will be uploaded to our website and to your child's class dojo page, each half-term for the children to read and understand the key facts and core information about the topic. If you do not have access to the internet, or your child requires a paper copy, then please do speak to their class teacher to request a printed version.

Two larger project-based homeworks will be set and completed in two separate half terms, over the year, to demonstrate the child's knowledge and understanding of a particular subject. These will include a variety of controlled options for your child to choose from, encouraging independence and engagement in the tasks set.

Expectations

EARLY YEARS FOUNDATION STAGE			
Reception			
<ul style="list-style-type: none"> ➤ Read at least 5 times a week with an adult ➤ Phonics – new sound sent home to practise 			
KEY STAGE 1			
Year 1		Year 2	
<ul style="list-style-type: none"> ➤ Read at least 4 times a week at home with a supporting adult ➤ Practise phonic tasks ➤ Occasional Maths/English activities in Spring Term ➤ Knowledge Organiser key facts ➤ Half Term wider-curriculum task (twice in the year) 		<ul style="list-style-type: none"> ➤ Read at least 4 times a week at home with a supporting adult ➤ Practise phonic tasks as needed ➤ Learn weekly spellings ➤ Weekly Maths/English activity ➤ Knowledge Organiser key facts ➤ Half Term wider-curriculum task (twice in the year) 	
KEY STAGE 2			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Read at least 4 times a week at home with a 	<ul style="list-style-type: none"> ➤ Read at least 4 times a week at home with a 	<ul style="list-style-type: none"> ➤ Read at least 4 times a week at home with a 	<ul style="list-style-type: none"> ➤ Read at least 4 times a week at home with a

supporting adult ➤ Learn to spell and correctly use weekly spellings ➤ Weekly Maths/English activity ➤ Knowledge Organiser key facts ➤ Half Term wider-curriculum task (twice in the year)	supporting adult ➤ Learn to spell and correctly use weekly spellings ➤ Weekly Maths/English activity ➤ Knowledge Organiser key facts Half Term wider-curriculum task (twice in the year)	supporting adult ➤ Learn to spell and correctly use weekly spellings ➤ Weekly Maths/English activity ➤ Knowledge Organiser key facts Half Term wider-curriculum task (twice in the year)	supporting adult ➤ Learn to spell and correctly use weekly spellings ➤ Weekly Maths/English activity ➤ Knowledge Organiser key facts ➤ Half Term wider-curriculum task (twice in the year) ➤ SATs related homework when needed
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Children with additional needs

We set homework for all children. Some children may receive specific homework that is differentiated to their particular need.

The Responsibility of Parents

Parents need to:

- Support the school by ensuring that their child completes the homework
- Provide a suitable place for the homework to be completed
- Encourage and praise their child when they have completed their homework
- Be actively involved and support their child with homework activities
- Make it clear that they value homework and support the school by explaining how it can help learning

The Responsibility of Teachers

Teachers need to:

- Set homework in line with this policy
- Hand it out on the agreed day of the week for their year group
- Ensure that there are clear instructions for each piece of homework handed out
- Ensure that ALL children have handed homework in on the agreed date
- Check Reading Record Books every week and follow up with parents if children are not reading outside of school
- Reward children for completing their homework in line with the school's reward systems

- Homework will be monitored by class teacher and appropriate feedback given when necessary

The Responsibility of The Child

All children need to complete the homework and hand it in on time.

Homework Systems

- Homework will be handed out regularly and consistently across the whole school
- Completion of homework will be linked to reward systems in class
- Please note that although we will make every effort to adhere to the homework schedule, there may be occasional differences to the weekly pattern

Non-Completion of Homework

The expectation is that children will complete homework. However, if for any reason children are unable to complete homework parents/carers should contact the class teacher explaining why the homework has not been completed on the agreed day. If there is a consistent absence of homework, there may be occasions when a child will miss play or lunchtime in order to complete the homework.

Monitoring and review

It is the responsibility of the Governors to agree and then monitor the school homework policy. Parents complete a questionnaire during the school's OFSTED Inspection, and the Governors pay careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our Local Governing Body may, at any time, request from our Headteacher a report on the way homework is organised in our school.