



**Wellesley Park Primary School**

**Homework Policy**

**November 2020**

Headteacher: Mrs Carly Wilkins

CEO: Mrs Sarah Watson

Due for review: Autumn Term 2022

## **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. Homework includes a wide range of activities set by teachers to improve children's learning. Homework at Wellesley Park focuses specifically on developing and improving key skills in reading, English and maths. There are also opportunities for children to learn from and use Knowledge Organisers to complete pieces of topic-based homework.

## **Types of homework:**

### **1. ENGLISH**

#### **Reading**

- Fluent reading and good comprehension skills have a key role to play in children's learning across all areas of the curriculum. Fluency in reading is achieved through practice. Therefore, it is important that the children read outside of school **at least four times a week**. Reading can include a range of types of texts and media – not just their reading book. This could be, for example, books at home, comics, magazines, reading on tablets and Kindles. Your child has a Home/School Contact Book for you to sign to say that they have read. This is how we check their weekly reading on Fridays.
- 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**

- Spellings for each year group will be sent home at the start of each half term. Children are expected to learn these at home on a rolling cycle. Teachers will assess spelling through daily application in their writing across all their work.
- Foundation Stage do not have spellings to learn and are introduced in Year 1 in the Spring Term.

#### **Writing**

- There may be occasions, particularly in KS2, when punctuation and grammar skills have been used to enhance writing. In KS1 teachers may send out occasional writing tasks that will consolidate learning. In KS2, SPAG/writing activities will be sent out bi-weekly to enhance the learning taking place that week.

### **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, maths activities will be sent that are linked to targets in the maths curriculum and their current skills they are learning in class. Weekly practice builds speed and recall of key mathematical facts and methods.

#### **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. It may be that the class teacher will set Times Table Rock Star as their maths homework for that week, or it may be used in addition to other homework. For extra information, please contact your class teacher.

### 3. **KNOWLEDGE ORGANISERS AND TOPIC - BASED 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 sent home at the start of each half-term for the children to read and understand the key facts and core information about the topic.

One piece of topic-based homework will be completed in two half terms over the year to demonstrate the child's knowledge and understanding of the topic. A choice of activities for topic homework will be sent home at the beginning of that half term for children to choose which activity they would like to complete. This may include: art work, a model that has been designed and made, posters, a piece of writing, etc.

We want to leave the decision to the children so that they can experiment with their own skills and talents to show their learning.

## Expectations

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

### 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 the 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**

The 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.
- A trial period will commence for all homework activities to be assigned on Class Dojo.
- 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.