



West End Primary School

Excellence, Confidence, Compassion, Happiness
Personal Responsibility, Social Responsibility, Environmental Responsibility

Homework Policy

Person responsible: Rebecca Yeadon (headteacher)

Approved by staff and governors: July 2023.

Aims and Values:

At West End Primary School we have developed our vision, aims and ethos through consultation with pupils, staff, parents, governors and the wider community.

Homework supports our aims by providing opportunities to:

Challenge and support children and in our aim to drive constant progress

Promote happiness and well-being in individuals, their wider family and the community

Values everyone's achievements together, giving everyone the opportunity to shine

Help the children feel safe and nurtured, and give opportunity to foster respect and pride in themselves and others

Inspire and engage resilient proactive learners through breathe of coverage

Encourage the preparation of independent and responsible, world-ready individuals

Purpose of homework

Homework should be part of an effective partnership between the school and parents in pursuing the aims of the school.

Homework should consolidate and reinforce skills and understanding in English, mathematics and across the wider curriculum

Homework should reinforce independent learning and be used to develop wider ranging thinking skills.

Homework should extend school learning, for example through additional reading.

Homework should encourage pupils as they get older to develop the confidence and self discipline needed to study on their own, and preparing them for the requirements of secondary school.

The Governors and staff of West End Primary recognise the need for children to have the time to follow out of school interests and family activities and the following guidelines and time allocations should allow for these important things to take place. This has been particularly important when deciding on the days when homework will be set and collected.

Following constructive parent feedback, the timing for homework has been unified across the school to support family organisation; all homework activities now set on a Thursday, to be handed in by the following Monday (this allows quarantine of physical items). To develop the skills needed in the case of family isolation and to prepare the older children

for the platform used at high school, work will be set via Google Classrooms for Years 4-6 and Tapestry for Reception to Year 3.

Inclusion

Homework will have a balance of challenge and where appropriate be differentiated by task or will allow for differentiation by outcome. Although it is seen as important that children identified as having special educational needs do as much in common with other children as possible there will be occasions when they may benefit from special tasks separate from the homework set for other children in the class. Such homework may be set/marked by the class teacher, personal support staff or SENDco.

For more able children, it is acknowledged that the able child needs to be given homework that will use their full ability and their homework may differ from that set for the majority of the class.

Role of parents and carers

Parents and carers should be encouraged to:

- provide a reasonably peaceful, suitable place in which a child can do homework.
- make it clear to their child/ren that they value homework and support the school in explaining how it can help their learning.
- encourage children and praise them when they have completed homework.

School recommended time allocation for homework differs according to age and ability of the children and teachers will communicate their expectations to families at the start of each academic year.

As a broad guideline:

Early Years	regular learning through play, exploration and activities Shared through tapestry
Years 1 and 2	up to 1 hour per week
Years 3 and 4:	1.5 hours per week
Years 5 and 6:	30 minutes per day (2 ½ hours per week)

Reading Homework

Children at West End are expected to read with an adult regularly. In Foundation and Key Stage One daily reading is encouraged. Parents will be provided with both an online reading book and a physical reading book to support both phonic development and reading fluency as well as a love for reading. In Key Stage two, we recommend that children continue to read with their parents at least three times during each week. As the children become more independent in their reading it is recognised that they may spend more time reading to themselves while maintaining some level of monitoring by parents and carers. Guidance for parents on how to make best use of this time is given to parents regularly.

Tapestry notes and comments will be used throughout Key Stage one and into Key Stage 2 to create a two-way communication between school and parents to comment on reading.

EYFS

Tapestry is used as a communication platform and electronic learning journal.

Work completed at home can be shared with school through this mechanism and it will be celebrated in a timely manner. Teachers will comment and praise homework efforts giving appropriate feedback.

Nursery

While nursery children are not given formal homework, the children and parents are encouraged to read and share stories daily. Nursery newsletters give suggestions for ways to support and help children with activities related to that half terms topic. The newsletter also gives suggestions for ways to develop basic social and academic knowledge, skills and understanding.

Reception

Daily reading is encouraged and appropriate books sent home once children are ready to access them. Little Wandle letter sounds and letter formation homework is given out. This is for parent's information to show which letter sounds have been covered that day and how they have been discussed. The school will host a 'how we learn' meeting for new parents to explain how phonics are used to support reading and writing before the children embark on this scheme. High frequency word sheets are also given to the children regularly, to practise at home. The reception class web page give suggestions for ways to support and help children with activities related to that half terms topic and areas of children's own interest and Tapestry is used as a two-way communication method between teaching staff and parents.

Year 1 and Year 2

Tapestry will be used as a communication platform and electronic learning journal. Work completed at home can be shared with school through this mechanism and it will be celebrated in a timely manner. Teachers will comment and praise all homework efforts, marking as appropriate to give feedback (written or verbal).

Daily reading is encouraged and appropriate books sent home each day. High frequency words are given to the children regularly, to practise at home. Two short additional homework pieces are given each week, which relate to work in either literacy or maths. Half termly topic project selection sheets are shared on the class webpage and the children are encouraged to complete two projects over the term.

Years 3 and 4

Timetables Rockstars will support learning of tables using an electronic platform

Tapestry will be used as a communication platform and electronic learning journal in Y3 Work completed at home can be shared with school through this mechanism and it will be celebrated in a timely manner. Teachers will comment and praise all homework efforts and mark appropriately giving feedback if necessary.

In Year 4, homework will be set using Google Classrooms, handed in and feedback given.

Children in years 3 and 4 are expected to read with an adult at least three times during each week. In addition, children will be given learning tasks relating to spelling rules and times tables each week. Each week children will be given an additional piece of work in either, mathematics, or wider English posted via Tapestry (Year 3) or Google Classrooms (Year 4). Half termly topic information is shared on the class webpage and the children are encouraged to complete projects linking to this over the term.

Year 5 and 6

In Year 5 and 6, homework will be set using Google Classrooms, handed in and feedback given.

As children move into upper key stage two the purpose of homework also begins to take on the aim of a good homework habit as children prepare for the rigours of secondary school homework. Children are still expected to read on a regular basis, but it is acknowledged that this is likely to be undertaken independently. Each week one longer English task and one longer mathematics task will be given, covering a combination of different skills and subject content.

Half termly topic information is shared on the class webpage and the children are encouraged to complete projects linking to this.

For all year groups:

- Core homework tasks will be set on Thursdays and collected the following Tuesday. Half termly projects can be brought into school at any time.
- Feedback on homework will take place within the homework cycle (before the next piece of homework is set)
- Homework will be acknowledged, and effort praised with a simple stamp, sticker or comment either in books, Tapestry or Google Classrooms. More detailed feedback may take place face to face or through the platform for individuals/groups or the whole class.

We have retained guidance on time within our policy, as we believe as a school that family time is very important and feel that children should not (unless they choose willingly) spend more time than that suggested. There will be weeks when your child needs more support than others and we aim that there are weeks when your child will complete their homework independently.

Parents are encouraged to communicate to school when time spent has been spent on homework but the child has not completed the written task. This will inform the class teacher of the work completed.

It will be stressed to all children that they should ask for help if they cannot understand a task when they start working on it at home, although staff will try to ensure that children understand the homework before setting it, or ensure it contains examples if possible to help parents understand the task. Homework is also used for dialogic purposes between home and school and can ensure children's understanding and point to areas for development. We ask parents to annotate the homework if it would be of use.

If a child is absent they can still access most of the homework if this is appropriate. If a child needs extra help with this, parents can liaise with the class teacher.

We regularly survey parents about homework to try to get the balance right for as many families as possible. Any constructive feedback is always welcome and should be directed

to the headteacher, as parent feedback has helped to shape our current policy and practice.