



WHITEHALL PRIMARY SCHOOL

HOMework POLICY

HOMEWORK POLICY

1. INTRODUCTION

- 1.1 Homework is anything that children do outside the normal school day that contributes towards their learning in response to guidance from school.
- 1.2 Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

2. RATIONALE FOR HOMEWORK

- 2.1 Homework is a very important part of a child's education and can add much to a child's development. One of the aims of our school is for children to develop as independent learners and we believe that homework is an important strategy towards developing this.
- 2.2 Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of after-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school and we believe that they develop their skills, interests and talents fully only when parents encourage them to make maximum use of the experiences and opportunities that are available outside the school day.
- 2.3 Homework is intended to recap any prior learning and to be an extension of the learning that has taken place in the classroom. It is an opportunity to practise and reinforce skills, knowledge and concepts that the child has encountered as part of the teaching that has taken place.

3. AIMS AND OBJECTIVES

- 3.1 The aims and objectives for homework are:
 - to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote a partnership between home and school to support children's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not available in school;
 - to reinforce and consolidate learning from school and to allow pupils to practise skills taught in lessons;
 - to help children develop good work habits for the future.

4. TYPES OF HOMEWORK

4.1 We set a wide variety of homework activities:

4.2 The Foundation Stage

- We encourage children to read by giving them library books to take home to share and read with their parents. We give guidance information to parents to help them achieve maximum benefit from the time spent reading with their child.
- The Nursery have a monthly 'Show and Tell' activity where the children are encouraged to prepare this at home with support from their parents. The child's name card is given out at the Nursery Home Visit to help with recognition and writing. High Frequency Words are sent home in the Spring term.
- The Reception give parents a pack at the beginning of the year that includes the child's name card and alphabet mat with letter formation. A levelled reading book is given and changed every week and High Frequency are given, which are assessed every two weeks. A home/school diary for parent/teacher communication is also included in the pack. Phonic sounds sheets are sent home weekly for practise and half termly 'topic work' is sent out to consolidate learning.

4.3 Key Stage One

For children in Key Stage One, homework is designed to support and extend their development in key areas such as English, Maths, and the Foundation subjects.

Reading, Spellings and Mental Maths

- Children in Year 1 and Year 2 are encouraged to take reading books home regularly. Reading at home with family members not only improves literacy skills but also fosters a love of reading.
- In addition, children will be assigned weekly spelling tasks and mental maths exercises to help reinforce their skills in these areas.

Weekly homework

- Children in Year 1 and Year 2 will receive one piece of homework each week.
- This homework may focus on English, Maths, or a Foundation subject (such as Science, History, or Geography) and will be closely aligned with what the children have been studying in school.
- The aim of the homework is to consolidate classroom learning and provide opportunities for children to practice key skills at home.

4.4 Key Stage Two

We continue to give the children similar tasks as Key Stage One but we expect them to do more tasks independently.

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LKS2

- We set weekly maths homework, weekly spellings to learn and an additional piece of work which may be English or another linked to another curriculum area.
- We expect the children to consolidate and reinforce learning from school through practice at home and this includes reading on a daily basis. In LKS2 children may sometimes be asked to complete a project over a school holiday.
- Homework is checked in class then returned.
- Verbal feedback is given as a whole class or the work is marked together as a class.
- Children are also expected to learn their times tables at home and have access to various online platforms to help with this.

UKS2

- We set English and maths homework routinely each week and we expect the children to consolidate and reinforce learning from school through practice at home.
- We also set homework as a means of helping the children revise for external assessments as well as to ensure that prior learning has been understood.
- In Upper Key Stage 2 children may sometimes be asked to complete a project as part of a task for a school holiday.
- Homework is checked in class then returned.
- Verbal feedback is given as a whole class or on an individual basis.

5. AMOUNT OF HOMEWORK

5.1 We increase the amount of homework that children are given as they move through the school. We expect:

- Key Stage 1 children to spend approximately 1 hour per week on homework, although this may include reading with a parent.
- All Key Stage 2 children will spend approximately 15-20 minutes per night on reading, spelling and times tables.
- Children in Year 3 – 5 will be set one piece of written work and one piece of maths homework per week, each of which should not take longer than 30 minutes to complete.
- In Year 6, children will be set two pieces of English and two pieces of maths homework per week, each of which should take no longer than 30 minutes to complete. In addition, children are set revision tasks to consolidate the learning and in preparation for the end of Key Stage 2 SATs. After SATS, children may be given project based work in foundation subjects such as D&T.

- At certain times, children in Years 3, 4, 5 and 6 may be asked to complete work related to other areas of the curriculum in addition to, or other than, their normal homework tasks.

5.2 CONSEQUENCES OF MISSING HOMEWORK

Key Stage One

- If homework is not brought in by the deadline, children will be required to complete the activity during their Golden Time. Parents will be informed if children repeatedly fail to submit their homework on time.

LKS2

- Year 3 and 4 children are given a breaktime detention for not completing homework. This is a 15 minute detention from 10:45 – 11.00am.
- Children are given the opportunity to complete their homework.
- Not completing homework several times (3) and/or indicating a pattern, results in parents being informed.

UKS2

- Year 5 and 6 children are given a lunchtime detention for not completing homework. This is a 30 minute detention from 12:30 – 1.00pm.
- Children are not expected to complete their homework during this time, it is still due the following day.
- Not completing homework several times (3) and/or indicating a pattern, results in parents being informed.

6. PUPILS WITH SPECIAL EDUCATION NEEDS

- 6.1 We set homework for all children as part of normal school life. We ensure that all tasks set are appropriate for the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework for pupils who are on the SEND Register we may refer to their Learning Plan and differentiate accordingly.

All school staff have been trained in implementing Dyslexia Friendly strategies, thereby ensuring that written material is given in a Dyslexia Friendly format. Further information on Dyslexia strategies can be found in our Dyslexia Friendly Policy, and this policy must be read in conjunction with the School's SEND policy and Dyslexia Friendly policy.

7. THE ROLE OF PARENTS

- 7.1 Parents have a vital role to play in their child's education and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best.

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- 7.2 Parents can support their child by providing a good working space at home, by organising a regular homework time in a space free from distractions such as loud music or the television, by enabling their child to safely access the internet or visit the library and by regularly discussing the work their child is doing.
- 7.3 We ask parents to check that the homework is completed in pencil and presented to the same standard as expected in school.
- 7.4 If parents have any problems or questions about homework they should, in the first instance, contact the child's class teacher using either by using the office email or directly speaking to the class teacher. If their questions are of a more general nature they should contact the Key Stage Phase Leader or the Headteacher.
- 7.5 Homework should be completed by the child and not on their behalf as we encourage them to be more independent and practise their handwriting. If parents are unsure on how to support their child with a particular piece of homework, they should inform the teacher before the deadline so support can be given in school.

8 AI

- 8.1 AI usage at home to complete homework to be monitored by teachers. Teachers to be vigilant in regards to work coming back into school that may be greater than the child's ability creating the homework.
- 8.2 Parents to support the school in relation to the use of AI at home, not to encourage or allow their child to use AI to complete school work.

9. MONITORING AND REVIEW

- 9.1 It is the responsibility of the governing body to agree and monitor the school Homework Policy. This is completed by the Strategic Development Committee.
- 9.2 We survey parents every two years regarding opinions about school and homework is one of the areas questioned. The School Leadership Team and Governing Body pay careful consideration to the outcome of the survey and to any concerns raised.
- 9.3 Individual Year Groups also produce a Curriculum Overview sheet for parents which includes guidance on homework and is distributed at the September Parents' Evening. This document is reviewed on an annual basis.