

# **WOODLANDS PRIMARY SCHOOL**



## **HOMEWORK POLICY**

**Updated: October 2017**  
**Review Date: October 2020**



**HOMEWORK POLICY**

**AIMS OF POLICY**

- To provide a clear definition of the purpose and content of homework at Woodlands
- To identify our shared views of good practice
- To establish how homework will be organised and how we ensure progression across the school
- To identify the roles and responsibilities of those involved
- To make clear the ways in which we aim to ensure that homework makes an important contribution to the quality of teaching and learning in the school

**DEFINITION**

At Woodlands we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

**PURPOSE**

The purpose of homework at Woodlands is to provide opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop resilience and perseverance.

**GOOD PRACTICE**

At Woodlands, we believe that the following principles underlie best practice:

- That staff, parents (through Parent Forum) and governors are involved in developing and monitoring the policy
- The policy is co-ordinated by the SLT
- A variety of approaches are used to ensure that homework expectations and organisation are communicated to parents
- Staff will offer workshops, drop ins and make themselves available to offer support for the children and their parents
- Homework expectations and deadlines are clearly communicated
- Homework has a clear structure to help children to develop a routine
- There is regular feedback and praise for completed work and a system in place for responding to children who do not complete the tasks
- The reasons why homework has not been completed are investigated before action is taken
- In planning homework, teachers set clear learning intentions and tasks are appropriate and in line with the agreed protocol
- The policy is reviewed annually

**ROLES AND RESPONSIBILITIES**

**Child**

- To be responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require
- To take pride in their work and complete it to the best of their ability

**Parent**

- To be aware of what homework is set and provide both encouragement and an appropriate environment for its completion
- To work in partnership with the school to ensure that work is completed and communicate with teachers if there are any issues or concerns

## Class teacher

- To plan purposeful activities with clear learning intentions which are linked to the curriculum content
- To work in partnership with the children's families
- To respond to children's efforts, providing encouragement and reward and will investigate the reasons for homework not being completed before responding with sanctions

## AGREED HOMEWORK FOR EACH YEAR GROUP

Year Group	Frequency	Content
Y1	<ul style="list-style-type: none"> <li>• LCSC Spellings linked to NC spelling list / CEW / RWI red list</li> <li>• Maths homework once a fortnight to discuss at home (from Autumn term 2) eg basic skills practice in maths</li> <li>• Story maps linked to T4W text sent home when they have been composed in class (as appropriate)</li> <li>• 3 x weekly reading homework</li> </ul>	Find out about...
Y2	<ul style="list-style-type: none"> <li>• LCSC Spellings linked to NC spelling list- write 5 of your spellings in a sentence</li> <li>• Maths homework once a fortnight to discuss and share eg basic skills</li> <li>• Story maps linked to T4W text sent home when they have been composed in class</li> <li>• 3 x weekly reading homework</li> </ul>	Find out about...
Y3/4	<ul style="list-style-type: none"> <li>• Spellings linked to RWI- write 5 of your spellings in a sentence</li> <li>• Maths problem/investigation /basic skills once a fortnight to explore</li> <li>• Overview / Story maps linked to T4W text sent home when they have been composed in class</li> </ul>	Find out about... One piece of writing linked to a genre and the topic. E.g. a letter to the zoo linked to animal topic. The children will agree a toolkit in class that will assist them and their parents and then this will be stuck into the books.
Y5/6	<p>Y5 All year &amp; Y6 Autumn term only:</p> <ul style="list-style-type: none"> <li>• Spellings linked to RWI groups</li> <li>• Grammar/ writing skills practise (Y5 once a week/ Y6 once a fortnight)</li> <li>• Maths problem once a week to explore</li> </ul> <p>Spring /Summer 1 term Y6: CPG &amp; SATs revision &amp; Spelling</p> <p>Summer 2 Y6 – Playscripts / script writing</p>	Find out about... One piece of writing linked to a genre and the topic. E.g. a letter to the zoo linked to animal topic. The children will agree a toolkit in class that will assist them and their parents and then this will be stuck into the books.

	Individual homework provided when required to support and accelerate learning i.e. phonics, handwriting, number bonds, timetables	
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**CELEBRATIONS AND ASSESSMENT OF HOMEWORK**

- In KS1 and 2 the children return their Learning Logs by a set date. This is communicated with parents
- Following the deadline a session is set aside for the children to display their books on tables in class to share with their peers. Children can look at one another’s books to share ideas. Each child then writes a post it note to go on a classmate’s book. Teachers must ensure that all children have a post it from a peer
- All deadlines for homework will be a Wednesday and then carry out the class review (above) by the Friday. This will ensure that children get feedback within 2 days
- Teachers will then mark the books commenting on specific sections of the work, writing directly on the book. E.g. ‘WOW, I didn’t know that!’
- For other homework tasks, children will receive a range of positive praise including stickers, verbal praise, class points etc
- Model examples of completed recorded tasks are shared with the class. Records are kept of work completed and if appropriate, children are given a further opportunity to complete by a set date. Any problems arising are discussed with parents and team leaders

**SPECIAL ARRANGEMENTS**

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge (MAT)

**MONITORING AND EVALUATION**

In order to ensure that the policy directly contributes to the quality of teaching and learning the provision of homework will be regularly monitored. A sample of planned activities and outcomes will be reviewed by the Deputy Headteacher and/or Assistant Headteachers termly as part of the school’s self-evaluation process.. Parents will also be given opportunities to share their views with through Parent Forum and other occasions as appropriate.

**This policy/document was reviewed by:**

**Signed** ..... **Date** .....

**Position** .....

**Signed** ..... **Date** .....

**Position** .....

**The next revision date is:**