



**Wood End Park Academy**

**Homework Policy**

## Approval

<b>Approved by the Principal on behalf of the Academy Council</b>	
<b>Date of approval</b>	February 2016
<b>Date of review</b>	September 2017

### Notes on Document Control

This document is the property of The Park Federation Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within the Park Federation Academy Trust Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

## Homework Policy

### **Equal opportunities**

At Wood End Park Academy we aim for homework to be accessible to all abilities with SENd teachers ensuring homework can be completed by pupils with SENd.

At Wood End Park Academy we also seek to ensure homework appeals to all groups of learners e.g. boys and girls, as well as take into account the cultural diversity of our community.

All homework activities will be differentiated to ensure the needs of pupils are best met. Homework will state the age expectation at which the work is pitched

- Working Towards
- Working At
- Working Above

Work/ projects produced by children is valued and celebrated through display, discussion, assemblies.

### **Principles**

We believe homework is a key aspect of learning. Homework helps children improve important skills. We believe that homework is a valuable opportunity for children to share with their parents/ carers things they have been doing at school.

This policy should be read alongside the academy's guidance on Teaching and Learning.

### **Aims of homework:**

- Consolidate and extend learning
- Practise skills
- Rehearsal
- Preparation
- Positive parent/ child time.

Homework may be set to support a specific and identified need in comprehension, tables or number bonds, sentence work, handwriting or grammar. These will be specific, and time limited.

### **Through our policy we aim to:**

- Ensure a consistent approach across the school
- Ensure progression towards independence and individual responsibility
- Ensure parents/ carers can support their child more effectively
- Extend and support learning
- Provide opportunities for parents/carers and children to work in partnership and enjoy learning experiences

We believe reading is a key aspect of developing a child's learning. We value parents and carers reading with and to their children because it allows them to enjoy texts they might not be able to read alone, therefore improving many key skills which enable a child to access the wider curriculum.

### **Role of the teachers**

#### **Teachers must:**

- Integrate homework into their planning.

- Set interesting tasks and activities.
- Set homework appropriate for each child.
- Explain when, what and how the work is done so that each child clearly understands.
- Provide opportunities for sharing of homework tasks in class and provide feedback

### **Role of the parents/carer**

#### **Parents/ carers are asked to:**

- Support the homework set and where it may need to be supported by parents it is noted on the homework.
- Read with your child and make a note in the reading record book.
- Support the school in explaining to children that homework is valued and aids learning.
- Encourage pupils and praise them when homework is completed and ensure it is handed in on time.
- Be actively involved in the homework of your child.
- Make the experience pleasurable.
- Discuss, encourage and praise.
- Contact the class teacher/ school if you are not sure of some aspect of the homework or your child is experiencing difficulty doing it.
- Contribute to the school parent questionnaires so the school can monitor the effectiveness.

### **Role of the children**

#### **Children are asked to:**

- Complete their homework independently and hand it in on time.
- Listen carefully in class to make sure they understand what is asked of them.
- Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor.

### **GUIDANCE AND STRUCTURE:**

<b>YEAR GROUP</b>	<b>Recommended weekly time</b>	<b>Consolidate basic maths skills/Applying and using maths skills in real contexts</b>	<b>Consolidate literacy skills including grammar</b>
<b>Nursery</b>	<b>Time to be spend given out weekly for tasks</b>	The homework is a combination of phonics and creativity homework. Speaking -( parents return speech bubbles) Phonics-Copying the sound of the week	
<b>Reception/EYFS</b>	<b>30 minutes in total for phonics, speaking and maths</b>  <b>Weekly</b>	Children receive a piece of maths homework, phonics homework and a weekly challenge linked to the next week theme. As well as an idea to talk about with parents.  The weekly challenge has a mix of literacy, art, maths and drawing this piece of work would take around 30 minutes to complete depending on what they do.	

	<b>challenge 30 minutes</b>	Phonics is based on the whole year group target of blending and always includes a challenge.	
<b>Year 1</b>	<b>20 minutes for English</b> <b>20 minutes for Maths</b>	Maths homework includes the mental maths focus with a few questions to try.	English homework includes the week's grammar focus with a few grammar challenges for the children to try.
<b>Year 2</b>	<b>20 minutes for English</b> <b>20 minutes for Maths</b>	Maths homework includes the mental maths focus with a few questions to try.	English homework includes the week's grammar focus with a few grammar challenges for the children to try.
<b>Year 3</b>	<b>60 minutes in total</b>	Maths homework which also includes a challenge.  Self-assessment of skill	English homework based on the text type children are learning.  Grammar section
<b>Year 4</b>	<b>60 minutes in total</b>	Maths homework to practise and consolidate the skills learned in lessons during week.  Times tables and Arithmetic	English homework based on the text type children are learning.  Grammar section
<b>Year 5</b>	<b>Recommended time to spend on homework is 30 minutes for Maths, 30 minutes for English, 10 minutes each day learning spellings and reading at home.</b>	Maths homework to practise and consolidate the skills learned in lessons during week.  Revision section - test style question on any topic.  Mental maths section linked to weekly target	Week 1 - research homework on writing context Week 2 - applying a working at or above feature in writing.  Fortnightly- reading comprehension homework. The reading homework is linked to the genre in which we are teaching e.g. poems/fantasy stories.  The English homework consists of a grammar section where children apply the skill they have learnt this week in a range of ways.  They also get spellings each week focusing on a particular spelling pattern.
<b>Year 6</b>	<b>Recommended time to spend</b>	Arithmetic questions	The English homework consists of a grammar section where children

	<p><b>on Maths homework is 20/30 minutes, 30 minutes for English.</b>  <b>-Sometimes longer depending on the task.</b></p> <p><b>Spellings - daily 5-10minutes</b></p> <p><b>Reading - daily 10 minutes</b></p>	<p>Maths homework to practise and consolidate the skills learned in lessons during week.</p> <p>Spellings (list of 10words)</p>	<p>complete sentences/add in punctuation/change tenses etc. The grammar homework focuses on one objective each week - sometimes revision of y6 objectives, sometimes revision of objectives not taught in y6 but are tested. The activities focus on closed sentence work: matching/completing/adding words etc.</p> <p>English written homework is based on the text type taught that week - they complete an extended piece of writing. Sometimes, where appropriate, the children complete planning for the next big write - generating ideas etc.</p>
--	---	---	---

### **Reading**

In addition to the above we ask that children read daily for at least 10 minutes with an adult.

### **Organisation:**

- Homework is handed out on a Thursday and returned on a Tuesday. Any children that are not able to do homework at home can attend homework club.
- The teacher will provide instructions each week, where relevant sheets will be glued into the homework book for reference.
- There is a success criteria for children to follow
- Useful information of age related resources such as websites/ games/ good reads!

### **What will happen if children don't complete their homework?**

If a child has difficulty with the work, then we would expect them to ask for support from the class teacher before the due date to ensure they are able to complete the work, or alternative work can be given. This is useful information as it informs the teacher about the independent capabilities of the child.

The expectation is that children will complete their homework. However, if for any reason children are unable to complete their homework, parents or carers should provide the class teacher with a note or contact the class teacher explaining why the homework has not been completed on the day that the homework was due to be returned to school. Teachers will keep records of children completing homework and these records will be checked on a regular basis. A comment will be made on the children's termly report. If homework is not completed the teacher will arrange for the child to attend a homework club during playtime or lunchtime.

### **Monitoring the effectiveness of this policy:**

The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.

Date:  
Signed: