

Homework Policy

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Approved By	
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Notes	



Woodland Grange Primary School

Aiming high to achieve excellence and success by working together.

“Homework is an important extension of classroom learning. It helps to cement the ideas that children learn at school (or should be learning!), helping things sink in further and expanding their knowledge.

Getting used to completing homework from an early age will definitely be an advantage as children are more likely to continue doing so as they progress through their school years.”

Early childhood education website

Woodland Grange is committed to providing the best possible quality of education to all learners. To help us achieve this homework is set to ensure that parents and carers can support their child’s learning at home.

We believe that homework supports the work children are doing in school through:

- Developing an effective partnership between the school, parents and carers in developing an enthusiasm for learning.
- Consolidating and reinforcing skills and understanding of skills learned in school.
- Encouraging pupils, as they get older, to develop the confidence and self-discipline needed to study on their own.

Initially homework can be as simple as playing a game or listening to your child read; sharing their learning. It may progress to phonics activities, practising writing and number facts and, of course, continuing to read together. It is vital to provide opportunities for young children to talk about what they are learning with an interested adult and to practise key skills in a supportive environment.

As children move through our school homework can be used to develop skills of independent learning (set to reinforce our creative curriculum) and this should increasingly become one of its main purposes, in order to prepare children for secondary school, alongside consolidating school based learning.

Your child’s class teacher will set appropriate homework with adequate deadlines and offer the children the chance of constructive feedback in class. It is extremely important that your child completes their homework and hands it in to their class teacher on time. If a child has found a particular task difficult then parents are encouraged to notify the class teacher (a written note in their homework book). Separate provision may be provided for children with special educational needs.

We believe that assisting your child with their homework is fundamentally important to their continued development, progress and attainment at school.

Pupil Absence

If a pupil is absent on the day that homework is given out, the teacher should ensure that the child receives the work. This may be either by giving it to a friend or relative to pass on or by giving it to the pupil when they return to school.

If a child is off school long term, parents will liaise with the class teacher to ensure that work is sent home regularly for the child.

Holiday Homework

Homework is not normally set during school holidays. Parents are expected to follow the curriculum overviews and continue to read at home with their children. However teachers may set extra work during holidays if there is a particular need for a pupil.

Homework expectations by year group	
Early Years	<ul style="list-style-type: none"> Phonics homework (linked to differentiated phonics groups) completed with parents. This homework goes into home/school diaries and is linked to activities on Woodle. Activities are put on Woodle linked to areas of learning. Reading - choosing books and blending bags. Story sack lending library for parents to borrow. Parents are able to contribute to each child's Learning Journey via tapestry. Homework packs linked to early literacy and maths after October half term.
Year 1	<ul style="list-style-type: none"> Homework Book – focus on Speaking & listening activities as well as topic related homework. Phonic follow up work from differentiated groups in class. Reading – library book (non-fiction), teacher guided (reading scheme) book and a choosing book (fiction) Activities are put on Woodle linked to areas of learning & phonics. Dictation to begin during the summer term.
Year 2	<ul style="list-style-type: none"> Dictation – fortnightly (linked to phonics). Reading – library book (non-fiction), teacher guided (reading scheme) book and a choosing book (fiction). Topic linked work – English/maths as well as other subject focus (may be weekly/fortnightly and topic related projects). Maths games/homework – fortnightly. Areas to focus on for individual children are added to home/school books e.g. letter formation, pencil grip. Activities are put on Woodle linked to areas of learning.
Year 3	<ul style="list-style-type: none"> Dictation – weekly (linked to phonics or word level work e.g. plurals). Times Tables & Quick Maths – weekly. Topic linked work – Woodle work (project based) – timescale varies e.g. a two week project. Reading - teacher guided book, free choice book or library book, reading challenges. Activities are put on Woodle linked to areas of learning. Weekend challenges (when required).
Year 4	<ul style="list-style-type: none"> Dictation – every 3 weeks (linked to phonics or word level work e.g. plurals). Topic linked work - Woodle Wednesdays – every 3 weeks (open ended topic/project related tasks). Maths – mental maths (times tables, number facts etc.) - weekly. Reading – teacher guided book or free choice, reading challenges and spelling/word lists. Activities are put on Woodle linked to areas of learning. Weekly weekend challenges.
Year 5	<ul style="list-style-type: none"> Dictation – every 3 weeks (linked to phonics or word level work e.g. plurals). Vocabulary – usually weekly ('in a nutshell' definitions relating to topics/subjects). Times tables & division facts – weekly until Spring term. Homework linked to topic (usually weekly but sometimes given 2 weeks to complete). 'Research & find out about' task for the start of new topics. Masterclass – weekly (explaining something to parents with parents providing feedback) as well as 'teaching a pupil' (parent). Reading – range of texts fiction and non-fiction. Activities are put on Woodle linked to areas of learning. All pupils complete a Learning Journey. <p>Spelling lists in Spring Term.</p>
Year 6	

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