



WELLESLEY PRIMARY SCHOOL

Homework Policy

Issue No: 7
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Homework

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Change Record Sheet

Issue No	Date	Summary of Change	Amended by:
4	Review Date:	April 2018	Heather Small
5	Review Date:	April 2019	Heather Small
6	Review Date	April 2020	Heather Small
7	Review Date:	July 2021	Heather Small

Summary

This policy will be reviewed every year.

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.

Policy written: November 2005

Homework

Rationale

Homework can make an important contribution to children's progress at school and enjoyment of learning. It also maintains a positive link between home and school.

Aims

- To extend the challenge open to pupils.
- To consolidate and reinforce skills and understanding, particularly in English and Maths.
- To develop an effective partnership between home and school.
- To encourage pupils to develop the confidence and self-discipline needed to study on their own and prepare them for Secondary School life.
- To promote a love of learning.
- To foster life-long learning habits.

Guidelines

- There should be a regular programme of homework set by class teachers so that everyone – teachers, children and parents - know what to expect each week/term.
- Homework refers to any work or activities which pupils are asked to do outside lesson times.
- The type of homework and how much will vary according to the age and ability of the child.
- At the early stages children should experience short activities – simple games, learning spellings or number facts and reading to and with an adult.
- By Year 6 the homework programme should cover a wide range of tasks and curriculum content in preparation for the transition to Year 7/Secondary School.
- There should be high expectations of pupils in completing homework, within the expected time scale.
- Pupils should expect feedback on homework though this doesn't necessarily have to be written.
- Feedback on reading or other homework activities should be two-way between school and parents and can be made in the reading or homework diary.
- In some cases pupils may be asked to 'finish off' work from class.
- Guidance should be given to parents on how best to support their child with homework – this can be done annually or each term through English and Maths Guidance leaflets.

Homework

- Particularly with older children, homework should be differentiated to take account of a child's needs. It might include:-
 1. Finding out information
 2. Reading in preparation for lessons
 3. Preparing oral presentations
 4. More traditional written assignments
- Recommendations for allocation of homework are:-

EYFS	1 hour per week	Reading Phonics Termly Jigsaw
Years 1 and 2	1 hour per week	Reading Phonics/Spelling Other English or Maths work Termly Jigsaw
Years 3 and 4	1.5 hours per week	Reading Spelling Times Tables Other English or Maths work Termly Jigsaw
Years 5 and 6	30 minutes a day Regular weekly schedule with continued emphasis on English and Maths	Reading Spelling Times Tables Other English or Maths work Termly Jigsaw

The daily reading which is recommended for all children can of course, be done as part of homework. On days when the homework activity is something other than reading children should be encouraged, in addition, to read – on their own or with others.

- SEN

Some children may benefit from separate tasks to those set for other children. This should be co-ordinated between class teacher, SENCo and parents.

- Parents should be encouraged to:-
 1. provide a reasonably peaceful, suitable place for homework to be done
 2. make it clear that they value homework
 3. encourage and praise pupils when homework is completed

Measurable Outcomes

- Teachers have a regular programme of homework activities
- Parents and children are clear on the expectations of them with regard to homework.
- There is communication between school/parents, parents/school as necessary.
- Pupils take increasing responsibility for learning through homework.

Homework

Conclusion

This school policy, consistently applied, can ensure that homework arrangements are manageable for everyone as well as educationally beneficial.