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Great Wilbraham CE Primary Academy - Homework

DOCUMENT CONTROL

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1. Introduction

We believe that education is a life-long process. A child's education does not cease when a child leaves our school premises, learning at home is an essential part of good education.

2. Quality of Education

2.1. Intent of the Curriculum

We see the purpose of homework as being to:

- Develop an effective partnership between school and parents for each child's education, as children achieve more when teachers and parents work together,
- Consolidate/reinforce skills and understanding, particularly in English and Maths,
- Utilise resources for learning available at home,
- Extend school learning,
- Develop confidence, independence and the self-discipline needed for personal study in preparation for secondary school and beyond,
- Provide opportunities for parents and children to work together to enjoy learning experiences.

2.2. Implementation of Teaching and Learning

From the Early Years simple games, learning spellings, and of course, reading with parents provides valuable opportunities for the practice/reinforcement of key skills in a supportive environment. As children get older, they need to develop the habit of regularly devoting short periods of time to personal study. All children are expected to take part in a variety of homework tasks to enhance and support their work in class and this is set out in Appendix 7.1

2.3. Impact

This homework policy is designed:

- To ensure consistency of approach throughout the school
- To ensure progression towards independence and individual responsibility
- To ensure parents/carers have a clear understanding about expectations of themselves and pupils
- To extend and support learning
- To provide opportunities for parents and pupils to work in partnership and enjoy learning experiences

3. Behaviour and Attitudes

"Homework" is any work or activity completed outside lesson time, either alone, with parents, or others and homework make an important contribution to progress at school. We ask for children to complete homework with pride and therefore will display examples of good effort with homework and teachers will respond to homework submitted. We hope pupils will be able to complete homework but will also provide them the opportunity to complete homework at school every Wednesday lunchtime.

4. Personal development

The emphasis of homework activities is on the development of skills of literacy and numeracy. On occasion, children may bring home a piece of work they have missed through absence, or for further reinforcement. Other activities are added as children move up the school. Regular reading is vital. It is our policy to set homework as indicated in Appendix 7.1.

5. Leadership and management

5.1. Roles and responsibilities

Governing Body

- Agree school strategies and expectations for homework

Leadership

- Review effectiveness of homework through annual policy design

Staff

- Provide a range of weekly homework tasks and activities
- Ensure that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability
- Communicate with parents and keeping them informed of children's progress, projects and topics studied in class and their children's individual tasks
- Ensure that homework is valued and marked

Parents

- Provide somewhere peaceful for children to work without the distractions of television, other family members and pets
- Provide a suitable place equipped with a clear table space, chair and good light
- Provide encouragement and support to children when they require it
- Support the school in explaining and valuing homework



- Encourage pupils and praise them when homework completed
- Be actively involved in the homework (particularly of younger children)
- Share with school any issues arising from homework for example by a comment in a reading record. We would also be interested in hearing how well the children completed other activities, whether they were interesting / too easy / too hard, etc

Children:

- Make full use of any opportunities they are presented with
- Tackle home tasks promptly and with a positive attitude
- Take pride in their presentation and content, acknowledging the high personal standard expected
- Be organised to look after and return books and completed tasks on the agreed dates.

5.2. Inclusion and equal opportunities

Our whole school philosophy totally encompasses the equality of access and opportunity. We aim for all children to be able to access education but be supported to achieve the goals. Sometimes, alternative tasks or support materials may be provided for pupils to access the tasks. Teachers will work with families to achieve the best outcomes.

5.3. Reviewing and monitoring

This policy will be renewed annually.

6. Links to other policies

- 6.1. Home school agreement

7. Appendices

- 7.1. Homework guidance



7.1 Homework Guidance

<p style="text-align: center;">Fieldmice Class</p> <p>Weekly</p> <ul style="list-style-type: none">○ READING: 4x reading record with parental signature. Checked weekly. Decodable books and a reading for pleasure book is sent home weekly.○ PHONICS: Shared reader and further readers are both decodable and linked to the weekly sounds from phonics sessions that week.○ MATHS: Activities linking with the learning that week. Y1 have access to Numbots – recommend 15 minutes per week.	<p style="text-align: center;">Squirrel Class</p> <p>Weekly</p> <ul style="list-style-type: none">○ READING: 4x reading record with parental signature. Checked weekly. Y2 have a decodable book linked to their 'Routes to reading' sessions and a reading for pleasure book. Y3 take a reading for pleasure book.○ Spelling: Weekly practice of common exception words.○ MATHS: NumBots for Y2 and TTRockstars for Y3 – recommend 15 minutes per week.
<p style="text-align: center;">Hedgehog Class</p> <p>Weekly</p> <ul style="list-style-type: none">○ READING: 4x reading record with parental signature. Checked weekly.○ SPELLING: Weekly practice of spelling on EdShed.○ MATHS: TTRockstars for Y4 and SUMDOG for Y5 – recommend 20 minutes per week.	<p style="text-align: center;">Badger Class</p> <p>Weekly</p> <ul style="list-style-type: none">○ READING: 4x reading record with parental signature. Checked weekly.○ SPELLING: SUMDOG individualised spelling lists based on the Y5/6 statutory spelling list.○ MATHS: SUMGDOG – recommend 30 minutes per week. <p>(From Jan-May, Y6 will have SATs Practice Booklet homework to replace the maths and English activities stated above)</p>
<p>Occasional topic themed homework may be set such as research tasks or creative tasks.</p>	

Homework club on a set lunchtime is provided for children who cannot complete their work at home.

