



Whaley Thorns Primary School
Part of the TEAM Education Trust

Homework Policy

Whaley Thorns Primary School

Trust Policy Review & Approved by:	Trust Board	Date: 1.09.2022
Last by school reviewed on:		
Policy Reviewed & Approved by Governors on:	1.09.2022	
Next review due by:		
List of Associated Policies:		

Version History

Version	Date	Detail	Author
1	1.09.2022	Original document	

Contents

1. Introduction	2
2. Aims	2
3. Homework Tasks.....	2
4. EYFS.....	3
5. Key Stage One	3
6. Key Stage Two	3
7. Parental Involvement.....	4
8. Differentiation.....	4
9. Equal Opportunities/Special Needs	4

1. Introduction

This policy aims to guide all staff in the organisation and production of homework, developing consistency in approach and progression across all year groups. The policy will act as a guide to good practice with regard to homework setting and monitoring. The purpose of setting homework is to consolidate fundamental skills, revisit prior learning and improve fluency and recall in mathematics, reading and spelling.

2. Aims

Through this policy we aim to:

- Ensure a consistent and progressive approach throughout the school.
- Develop pupils' independence and resilience.
- Consolidate learning that has taken place in the classroom.
- Create a partnership between parents and teachers in relation to pupils' learning.
- Ensure that the needs of individual pupils are taken into account.
- Maintain pupils' fluency in using the online learning platform Dojo in case of future lockdown situations.
- Prepare pupils for the transfer to secondary school.

3. Homework Tasks

- Homework provides an opportunity for pupils to both organise their own learning and also be supported, when appropriate, by parents/carers. It is important that pupils develop regular routines for the completion of their homework, with the

support of class teachers. It is expected that pupils will spend increasing amounts of time on homework as they move through the school.

- To provide an outline to parents of homework expectations via the class page of the school website.
- To set up and communicate a regular homework routine for pupils.
- To create weekly homework tasks with clear due dates for completion.
- To check that the homework is meeting pupils' needs.
- To monitor the pupils' homework and give them feedback through verbal comments, online feedback (where appropriate).
- To acknowledge pupils who complete homework using Dojos.
- To support pupils who are struggling to complete homework or opting out.
- To communicate with parents when homework is not completed regularly in order to support success.

4. EYFS

F1 children are encouraged to practise regular classroom songs at home (available on Dojo), listen to story clips that support learning in the classroom and share with an adult their pre text story book. A 'Little Wandle' task will also be assigned on Dojo to support the weeks learning.

F2 children will be expected to read their Little Wandle group text daily. This text supports and underpins the phonics focus in the classroom. This needs to be recorded in the child's reading diary. Class teachers will monitor this regularly and Dojos will be awarded for reading 5 times a week. Children will also be given weekly key words and number cards to practise regularly. Once children can recognise these by sight, they will be changed.

Where appropriate, online learning platforms will be made available to the children.

5. Key Stage One

- Children will be expected to read daily. This needs to be recorded in the child's reading diary. Class teachers will monitor this regularly and Dojos will be awarded for reading 5 times a week. A 'Little Wandle' task will also be assigned on Dojo to support the weeks learning.
- Children have access to the online platforms Numbots, School Jam and Spelling Shed which all children have logins for printed in their reading records. Frequent bursts of regular activity is encouraged for best revision impact.
- Children are also encouraged to complete the White Rose One Minute Maths Challenge. This is a daily challenge that can be accessed free of charge via the White Rose app.

6. Key Stage Two

- Children will be expected to read daily. This needs to be recorded in the child's reading diary. Class teachers will monitor this regularly and Dojos will be awarded for reading 5 times a week.
- Children have access to the online platforms Times Tables Rock Stars, Maths Flex and Spelling Shed which all children have logs ins for printed in their reading records. Frequent bursts of regular activity is encouraged for best revision impact.

- Children are also encouraged to complete the White Rose One Minute Maths Challenge. This is a daily challenge that can be accessed free of charge via the White Rose app.
- Children will also be directed to curriculum specific websites to complete research as and when appropriate and this will be directed via a portfolio.
- Children in Year Six will receive additional booster revision homework in the run up to SATs.

7. Parental Involvement

Homework is set so that it can be completed by pupils with a good level of independence. However, parents play a part in supporting and encouraging the completion of the weekly homework. Parents of pupils who continually fail to complete homework will be contacted to discuss and overcome any challenges with the class teacher.

8. Differentiation

Homework will be designed to give all pupils the means to participate at an appropriate level. Reading, spelling and maths will be differentiated by content or scaffolded appropriately where necessary.

9. Equal Opportunities/Special Needs

Opportunities will be created for every pupil to succeed. This may mean that homework challenges have to be adapted further for pupils with more specific learning needs. Teachers need to be aware that pupils have varied amounts of support at home and be sensitive to pupils' socio-economic and cultural backgrounds.