



## **Homework Policy 2025-7**

### **Introduction**

Learning at home is an essential part of good education. Regular homework is important as it gives pupils the opportunity to practice at home the tasks and skills covered in class. It is also an opportunity for parents to become involved in their child's learning, to support them, discuss and explore areas of learning together promoting discussion and shared experiences together. Our creative homework programme is designed to enhance children's learning experiences beyond the classroom.

At Waterhouses CE Primary Academy, we appreciate the value of extra-curricular activities, (sport, music, dancing, drama, the uniformed groups, other hobbies, etc.) and family activities and visits. In setting homework, we allow space for these. A well balanced, healthy child should be encouraged to develop their particular interests in many of these activities in their own time.

### **Rationale**

- Partnership between school and parents is one of the key indicators in effective pupil progress.
- Research over a number of years has shown that homework can make an important contribution to pupils' progress at school.

### **Purpose**

We aim to:

- develop children to enjoy learning and become life-long learners.
- ensure consistency of approach throughout the school.
- improve and strengthen the partnership between school, parents and pupils.
- extend and support learning.
- provide opportunities for parents and pupils to enjoy learning experiences together.
- ensure progression towards independence and individual responsibility.
- develop the confidence and self-discipline needed for independent study.

### **Our approach to homework**

We believe that homework should not be a 'chore' that creates tension and upset at home-that achieves nothing. However, we do recognise the impact that regular practice and reinforcement of key skills, such as reading, spelling and times tables practice, brings to pupils when they are back in the classroom. As a result, our homework guidance does not follow a strict outlining of time to be spent on homework over a week but simply outlines the key areas that we would ask parents and carers to support us in practising with their child.

In addition, we hope that our creative style homework will inspire you and your child to work together, over time, on mini projects that can then be shared at school.

### **Roles and responsibilities**

#### **The role of teaching staff:**

- to clearly communicate homework expectations to children and parents/carers.
- to provide a range of creative homework activities to develop and extend learning as well as providing opportunities to practise key English and Mathematics skills.

- to ensure 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.
- to monitor completion of homework and provide feedback to children and parents.
- to celebrate homework successes in class.
- Staff to sign the home school agreements in the fronts of the school planners at the start of each academic year.

### **The role of pupils:**

- to make full use of all the opportunities they are presented with.
- to understand the homework that is set.
- to attempt activities with maximum effort and to the best of their ability.
- to ask for help from teaching staff or parents if necessary
- to be organised so that necessary books and equipment are not left at school.
- to take responsibility for handing in the completed task on the agreed day.
- Children to sign the home school agreements in the fronts of the school planners at the start of each academic year.

### **The role of parents and carers**

- to provide encouragement and support for homework efforts.
- to provide a comfortable, quiet homework area away from distractions.
- to giving due importance to non-written tasks such as hearing reading and assisting in the learning of times tables and weekly spellings.
- to sign the homework record to indicate that work has been completed and share successes or concerns with the class teacher.
- to discuss with the class teacher if homework is becoming a difficulty for children or for parents.
- Parents to sign the home school agreements in the fronts of the school planners at the start of each academic year.

### **Through the setting and marking of homework we will adhere to our Dyslexia Friendly Policy**

#### **Supporting Children with Additional Needs (Dyslexia Friendly Statement)**

Children with additional needs should be set homework that reflects their ability. Home learning tasks related to practising basic skills must be differentiated by the teacher according to the child's ability and according to their Individual Educational Plans.

Creative curriculum-based homework will be of a creative nature and children can complete the task to the best of their ability. Tasks must have very clear explanations/instructions- both verbally to the child and written to the parent to ensure there is a clear understanding of what is expected from the homework. If necessary, a dialogue with the parent at the end of the school day may take place to reinforce this further.

The purpose of creative homework is that it is varied to meet the different learning styles and interests of all pupils including those with additional needs. There should be opportunities to present learning in a range of ways e.g. photographs, posters, pictures, mind maps and models as well as written work. The homework should be motivating and stimulating where possible and help develop social as well as other skills e.g. maths and word games. Support materials or equipment may be given e.g. a 100 square for maths tasks or items such as glue sticks or scissors if needed.

In the spring term prior to the Y1 phonics screener and Y6 SATS, homework will normally be become more focussed on SATS questions and practice.

### **Homework support at school**

We are able to support pupils in completing homework at school if necessary e.g. at breakfast or after school club or at a lunchtime. This could be for a range of reasons e.g. for pupils who find it hard to find the time or a quiet place to complete work at home. We can also support pupils who may have problems finding resources or accessing ICT for research work. Class teachers will discuss with parents and children if they would like homework to be completed at school club on a regular basis or every now and again.

### **Homework programme**

A programme of homework has been drawn up to ensure continuity and progression throughout school and consistency in the setting of homework. The programme has been developed on the following principles:

- Reading is a necessary part of homework from Reception to Year 6 which ideally should be completed each day.
- Weekly homework encourages the reinforcement of, or development in, the basic skills of mathematics and language. This will be in the form of weekly spelling lists, phonic sounds or high frequency words to learn and number bonds or times table facts to learn. These will be differentiated appropriately according to age and ability.
- Each half term a choice of creative homework tasks will be set based on the class topic or a whole school theme. This will give the children the children an opportunity to shine in their own talents, strengths and learning styles.
- All parents and carers receive information on what their children are learning at school via our half termly overviews which are sent out via DoJo and are also on the school website.

<u>Year Group/Class</u>	<u>Homework</u>
<p>NURSERY AND RECEPTION</p> <p>Ladybirds Class</p>	<p>Reception children: will have weekly Phonics to support the Little Wandle Scheme we are using in school.</p> <p>The children are expected to read and share their phonically decodable book.</p> <p>Nursery and Reception :</p> <p>Share stories and books together asking children questions about the stories.</p> <p>Learn traditional Nursery and counting rhymes.</p> <p>Write name – using a capital letter for the initial sound</p> <p>Enjoy mathematical experiences together e.g.:  Counting up and down stairs, number of jumps you do, how many times the swing goes up and down, number of tins etc.  Play shops with each other.  Measure ingredients together when baking.  Use the microwave – look at the timer, clock, use the remote control or telephone – recognise numbers to 20.  Recognise house and numbers on car registration plates.  Notice and name shapes in the environment.</p> <p>Practice life skills : for example:</p> <p>Fastening and unfastening buttons and zips and tying shoelaces – getting dressed and undressed etc. etc.</p> <p>Use a knife and fork correctly.</p> <p>Allow your child to cut out pictures from magazines and cards.</p> <p>The class teacher will send out half termly knowledge organisers. Within this there are questions to help parents support their child with the themed work. As part of this, there are 2 creative homework challenges which would be completed each half term.</p>

<u>Year Group/Class</u>	<u>Homework</u>
<p>YEAR 1 and 2</p> <p>Offers Class</p>	<p>Children are expected to read daily at home with an adult if possible. Children will also receive an activity or spellings based on 'Little Wandle' to develop the children's phonics and spellings. They will also receive a weekly spelling list.</p> <p>Creative topic based homework will also be given each half term where ideas for tasks to complete with the children will be suggested to parents. They will cover Maths, English, Topic, Science and RE. Clear guidelines on the completion of these tasks are given on the homework sheets.</p> <p>Prior to the Y1 phonics screener, children will have real and nonsense words to practise at home.</p> <p>Spellings are set (Y2s) via spelling shed and should be practiced at home in preparation for a test each week.</p> <p>TTRS : pupils have a access code to practice their Xtables at home</p> <p><b>Please note</b> that by the end of Year 2, children should be able to recall and use multiplication and division facts for the 2, 5 and 10 times tables.</p>
<p>YEAR 3</p> <p>Penguins Class</p>	<p>Children are expected to read regularly. Sharing reading at home, encouraging a love of reading. (Reading for pleasure) Children with an Accelerated Reader book should read daily. Children with a Little Wandle book should share their book with an adult to celebrate their reading.</p> <p>Creative topic based homework will also be given each half term where ideas for tasks to complete with the children will be suggested to parents. This creative homework is based around the topics being taught each half term. Clear guidelines on the completion of these tasks are given on the homework sheets.</p> <p>Spellings are set via spelling shed and should be practiced at home in preparation for a test each week.</p> <p>TTRS : pupils have a access code to practice their Xtables at home</p> <p><b>Please note</b> that by the end of Year 3, children should be able to recall and use multiplication and division facts for the 3, 4 and 8 times tables.</p> <p>By the end of Year 4, children should be able to recall and use multiplication and division facts for all tables up to 12 X 12</p>

<u>Year Group/Class</u>	<u>Homework</u>
<p>YEAR 4,5 &amp; 6</p> <p>White Tigers Class</p>	<p>Reading: Your child is required to regularly read each week, either independently or with an adult. We would like you to encourage a conversation about the book that they are reading. Questions about what happens next, how the character is feeling etc. will support your child's understanding of the text. If you listen to your child read, please sign their planner and record any new vocabulary that they have read.</p> <p>Spellings: These are usually given out on a Friday and are provided in their Spelling Homework Book. Children should use their books to practise regularly throughout the week. With joined handwriting, children should write their spellings out in full, as evidence suggests that this process is beneficial to their learning. In addition, assignments are set on Spelling Shed and your child has the login details in their planner. Spellings will be tested on the following Friday. Spelling lists are adapted with your child and within each year group.</p> <p>Times Tables: Please encourage your child to aurally practice their times tables regularly. There will be a multiplication tests throughout the term to monitor progress. At the end of year 4, children are expected to recall their times tables fluently, and we know that times tables knowledge is used to form the foundations that are required to become a successful mathematician. Children have logins in their planners, to practice at home on Times Table Rockstars.</p> <p>Half Term Project: Themed creative homework.</p> <p>Each child is to choose one of the options given to complete for their homework. A deadline is given each time the half term project is set.</p> <p><b>Please note</b> By the end of Year 4, children should be able to recall and use multiplication and division facts for all tables up to 12 X 12</p>

At Waterhouses CE (VC) Primary School we actively encourage parents to assist their children with their homework. Although building independence is key, we acknowledge that the children need support to be heard read, learn their spellings and times tables and will benefit greatly from the assistance and guidance that you bring. For the creative based homework we really see this as a fabulous chance for you and your child to share and work together. Clearly we are looking for the children to complete the tasks not the parent, but we recognise the huge value that the input from the whole family can bring and the social skills and relationship building opportunities that can also be exploited.

In addition, working together helps to develop parents' understanding of the type of work children are experiencing at school and their academic progress. However, should homework ever become a 'chore', adds unnecessary pressure to home life or is having a negative impact on children's positive attitude to learning then parents are advised not to persevere with the homework and to discuss this with the class teacher. It may be that, in consultation with the teacher, homework is not appropriate for a particular child at a particular time and this is perfectly acceptable.

**Written in September 2025**

**To be reviewed in September 2027**