



Woodlea Primary School Homework Policy

Reviewed by	Headteacher and Governing Body
Reviewed in	October 2022
Status & Review Cycle	Annually
Next Review date	October 2023

Woodlea Primary School

Homework Policy

This policy outlines the expectations for homework across our school, detailing what each year group can expect and the rationale behind why we set homework.

At Woodlea, we recognise that learning takes place both at school and at home. Homework can help children consolidate their learning and express themselves creatively.

We believe that homework should enhance learning through:

- Encouraging children to develop organisational skills and self- discipline;
- Bridging the gap between home and school to provide parents and carers with direct involvement in their learning;
- Develop children's independent learning skills;
- Personalise learning and developing children's self-motivation and self-confidence.

Homework should achieve the above aims without becoming onerous, preventing children from pursuing their other out-of-school interests, or causing conflict within families. At Woodlea, we recognise that children need a breadth of real-life experiences to consolidate and make connections with their learning both in and outside of school.

Homework can also help children to develop good routines that will support them as they progress through their education and help them get 'ready for life.'

Homework	EYFS	KSI		KS2
Reading	Reception Books home on a weekly basis - 10 minutes of reading time. Additional time should be spent in discussion of book e.g. literal and inferential style questioning.	Year 1 Books home 3 times a week - 10 minutes of reading time. Additional time should be spent in discussion of book e.g. literal and inferential style questioning.	Year 2 Books home 3 times a week - 15 minutes of reading time. Additional time should be spent in discussion of book e.g. literal and inference style questioning.	Children are expected to read for 20 minutes, 4 times a week. Children should read aloud to an adult during the week where possible to support their development of reading fluency and expression.
	Children should be listened to reading their own story books from home/be read to by parents on other week nights, e.g. bed time story which allows children to have lots of exposure to modelling of tone, intonation, expression etc. Please record and sign all instances of reading that take place at home.			Though many children in KS2 are 'free readers' it is important that listening to them read aloud occurs during the week. As in KSI, having stories read aloud to them should continue, further developing tone, intonation and expression as the text becomes more complex. Exposure of and discussion around word meaning, inferred messages and news and magazine articles is beneficial. Parents or children can record instances of reading at home, but these must be signed off by an adult. Children in KS2 will receive comprehension homework on the day they are heard read by their teacher during the guided reading session.

Spelling	<p>Year 1 Children will receive weekly spellings that are based on the Year 1 common exception words. The children are assessed weekly.</p>	<p>Year 2 Children will receive weekly spellings that are based on the Year 2 common exception words. The children are assessed weekly.</p>	<p>In KS2, children receive spelling lists that are based on the statutory requirements for their respective year groups. These lists will cover half a term at a time and are assessed weekly in isolation and in within their writing to show they can apply what they have learnt.</p> <p>The spelling lists additionally focus on spelling rules and relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.</p> <p>At the discretion of the class teacher, children may also have individual spelling lists depending on their specific needs.</p>		
	<p>Parents can support their children at home by helping them learn the spelling patterns and prepare them for their weekly assessments. One effective way of doing this is to dictate sentences with some of their spellings in so children are recalling the words within a context.</p> <p>This is the current practice at Woodlea, and is due to be reviewed during the 2022-2023 academic year.</p>				
Maths	<p>Year 1 Counting in 2, 5, and 10's. Use of Numbots to support this.</p>	<p>Year 2 2, 5, 10's times tables including missing numbers and related division facts. Use of TTRockstars to support. Count in 3's towards end of year.</p>	<p>Year 3 3, 4, 8's times tables including missing numbers and related division facts. Use of TTRockstars to support.</p>	<p>Year 4 6, 7, 9, 11, 12's times tables including missing numbers and related division facts. By end of Y4, they should know all up to x12. Use of TTRockstars to support.</p>	<p>Year 5/6 By end of Y4, they should know all up to x12. Once children show consistency with times tables, move onto arithmetic practice.</p>

Year 1 children will have access to the Numbots computer programme. From Year 2, children will have access to the online computer programme – Times Tables Rock Stars (TTRS) to help them develop their mental recall of number facts. It is recommended that children practise up to 25 minutes a week at home. This can be broken down into chunks of 5 minutes per day. Regular short burst recall and rehearsal are the most effective.

Additional

In addition to the above, where the teacher feels that there are areas of need, children may be provided with extra one-off pieces of work.

These could be:

- Handwriting exercises e.g. fine motor skills activities, letter formation or handwriting packs.
- Reading comprehension tasks.
- Precision teaching to support the learning of Phonics.
- A research project around a particular topic in order to support children’s learning in class.
- Packs of work to aid revision at specific times of the year e.g. Phonic packs, Y2 booster packs, Y6 booster packs, depending on the needs of the cohort.