

WEST PARK ACADEMY

Homework Policy and Guidelines



Policy updated

November 2020

Date to be reviewed:

November 2022

Why we give Homework

West Park Academy acknowledges the benefits which can be afforded children by them carrying out some schoolwork out of normal school hours. Parental involvement and interest in children's education is more important than anything else in helping children reach their full potential. We see our work as part of a partnership, where we share with parents a common goal to support children to reach their full potential.

We recognise the importance of the rehearsal of skills learnt and developing fluency as well as fostering a love of learning, independent thought and curiosity. Any work the children carry out outside of normal school hours is designed to enhance work already going on in the classroom and encourage children to develop their own involvement in learning through their own interests. Tasks given to the children to carry out at home form an ideal basis to encourage this involvement and are valued when brought back into the classroom.

Entitlement

All children attending West Park Academy are entitled to a broad, balanced and relevant curriculum. West Park Academy recognises the valuable contribution homework can make to this entitlement.

Aims

We aim for children to enjoy their learning, develop their curiosity, knowledge and understanding of the world around them and consolidate their skills. Homework helps children to understand that learning extends beyond the school day and in a variety of contexts

How we give Homework

All children are given a reading record. The expectation is that reading is the main focus for homework and that children should be reading each night, either independently or to an adult, whichever is the most appropriate. It is the responsibility of the teacher to ensure that feedback is given to children on their homework. At the beginning of each year, the class teacher will provide a newsletter to parents detailing the expectations for homework. We suggest the following as good practice:

Nursery and Reception

- To learn nursery rhymes, songs and read books together. Talk about the difference between pictures and words. Titles, authors' names and predict what will happen next. Read poems, rhymes and information books as well as stories.
- Reading books changed once per week
- Up to stage 6 will receive 2 books per week – stage 7 and above to receive one book per week
- Once children can read, daily reading with an adult, every day for about 5 minutes.
- Weekly sounds linked to phonics and key words
- Occasional number work
- Home Learning linked to topic, detailed on the weekly newsletter.

Years 1, 2, 3 and 4

- Daily reading to an adult, their school book or another of their choice for about 15-20 minutes each day at home. Discuss the way we read punctuation as well as words and how to use clues to read with expression. It is important adults discuss this with their child as a child may not notice on their own.
- Reading books changed once per week
- Up to stage 6 will receive 2 books per week – stage 7 and above to receive one book per week
- A weekly numeracy task linked to developing fluency. By Year 2 all children need to know their x2,x5,x10 tables fluently. Year 3 all children need to continue to practise these but also learn x3,x6,x4,x8. By the end of year 4 all children need to consolidate their times tables, improve the speed of their recall and learn the corresponding division facts.
- A weekly spelling task linked to the in class activities
- Learning Log (Show me what you know) suggested activities linked to the half termly topic.
- Encouraging children to write for a real purpose is also important, whether that is a shopping list or an entire story. If children can see that writing has a purpose beyond the classroom then they are more likely to value it.

Years 5 and 6

- Reading should increase to include regular sustained periods so that children get into the habit of “getting into a good book”. Although fluent readers are likely to be reading independently by this age, parents/carers still need to hear them read out loud to develop their fluency and expression in harder texts. Developing readers will still need daily reading to an adult.
- Spelling activities that include placing the word in contexts so that the child develops a good understanding of the meaning of the word.
- Numeracy linked to developing fluency, including fluent recall of all tables. Short quizzes help them to retain what they have learnt.
- Learning Log (Show me what you know) suggested activities linked to the half termly topic
- Focussed / targeted activities designed to support children to “close the gap” against age related expectations.

Our staff aim to get the balance right and work with parents to best prepare children for the expectations at each stage of learning. It is worth noting that getting children into the habit of regular homework prepares them for the demands of secondary school and so if a child in key stage 2 does not complete the homework set on a regular basis the child will be expected to complete it in their own time. We expect everyone to be treated equally and all children are required to complete homework.