

# **WEST PARK ACADEMY**

## **Homework Policy and Guidelines**



**Policy reviewed:**

**October 2023**

## **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**

Homework is given out on a Friday and should be collected in on a Wednesday. 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 and card covering Phases 2-4 graphemes will be sent home from the autumn term in Reception
- Fortnightly Maths Homework

### **Years 1, 2 and 3**

- Daily reading to an adult, their school book (unless free reader) for about 10 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 (day depends on year group)
- Stage 7 and above to receive one book per week
- Little Wandle readers to take home their Little Wandle book. An additional book can be taken home if requested by parents.
- 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
- Suggested activities on the Enquiry Grid at the beginning of each topic.

### **Years 4, 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.
- Year 5 and 6 will also send an additional English activity
- 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.
- Suggested activities on the Enquiry Grid at the beginning of each 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 Y4-6 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. All homework will be given out on a Friday and needs to be returned to school the following Wednesday. Children who complete their home reading each week receive a reward at the end of the half term.

### **Follow up**

- To help prepare the children for secondary school, Years 4, 5 and 6 children will lose time from a play session if they do not complete their homework. It is the expectation that all children will read a minimum of three times a week. Children in Years 4, 5 and 6 will spend 10 minutes quiet reading at the beginning of a break if they have not read

during the week. For younger children, a letter/slip will be sent out to parents asking that they start hearing their child read. This is if the child has not read for two consecutive weeks. If they do not hear their child read, they will be asked to come into school for a meeting.