

# Welton St. Mary's Church of England Primary Academy



## Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

*'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.'* Romans 15:13

**Wisdom Hope Community Dignity**

## Homework Policy

Approved November 2022  
Review Bi-annually  
Next Review Term 2 2022/23

## Welton St Mary's CE Primary Academy

### Homework Policy 2022

At Welton St Mary's we believe homework is a key part of learning. We believe that homework can support the teaching and learning within the classroom, whilst also developing important learning attitudes and skills, such as independence, responsibility, resilience, and the ability to meet deadlines. Homework helps children improve vital core skills, which are needed to access the full curriculum in school. We also use homework as a tool to consolidate key knowledge, to pre learn information and to further expose our children to academic language and vocabulary when necessary. We believe that homework is a valuable opportunity for children to share with their parents/carers learning they have been doing at school. All of the homework tasks that we set have a clear purpose which is to support the teaching and learning within the classroom. We believe it is important for the children to also see the purpose and value of their homework tasks and how these support their learning in school. We believe this will motivate the children to complete their homework as they see the benefits to their learning. We aim to set homework which creates a culture where the children recognise that they are doing it for themselves, rather than for us. Our goal is to help the children build their knowledge and develop core skills through processes they can do at home without too much support, enabling children to develop their ability to work independently, whilst at the same time encouraging shared home learning where parents and children have the opportunity to learn together. We do recognise the level of support may differ depending on the age of the children.

#### Through our policy we aim to:

- Ensure a consistent approach across the school, which also allows for flexibility to meet the needs of each individual year group.
- Ensure that homework is accessible to all of our children including SEND pupils, to build confidence and positive learning attitudes.
- Practise basic skills and develop fluency of these core skills.
- Develop independence and individual responsibility.
- Develop positive learning routines and attitudes.
- Ensure parents/carers can support their child as effectively as possible.
- Use homework as a tool to support the teaching and learning within the classroom.
- Increase the core knowledge of our children.

Our homework consists of the following parts which will be set on a weekly basis:

Task	What will this look like?	Purpose
Reading	We expect all of our children to read at least 3 times a week. In KS1, parents or carers will record this on Seesaw (or in a reading diary if this is preferred). In KS2, teachers are responsible for monitoring that sufficient reading is being done in a way which works for them and their year group. Children will also record on Seesaw.	Develop fluency and reading skills.  Pre-reading will help to relieve cognitive load in the classroom and support the teaching and learning process in school. Children will enter the lesson with some prior learning,

	One reading session might be set for pre-reading an academic text on future learning or to read a text to consolidate learning in the classroom.	supporting them with new learning, whilst exposing them to high level academic language. This will help to develop knowledge as well as tier 2 and 3 vocabulary. Reading across the curriculum is a key part of our teaching and learning policy.
Maths	Year 1 and 2: Core maths skills such as number bonds. Year 3 and 4: Multiplication facts (for example, TT Rockstars or speed tables) Year 5 and 6: Arithmetic skills	Develop fluency to lead to automaticity. These can then be applied to other areas of the maths curriculum.
Spellings	A weekly list of spellings to learn which will be tested on a weekly basis. These are words that have been taught as part of our Active Spelling programme. The children are therefore revising the words rather than learning new ones.	This should lead to application of spellings in writing.
Knowledge based task	This might be one of the following tasks: <ul style="list-style-type: none"> <li>• Quizziz</li> <li>• Questions to revisit previous learning</li> <li>• Children writing their own questions/quiz about their learning.</li> <li>• A retrieval task (see T and L policy appendix B)</li> <li>• Learning part of a knowledge organiser</li> <li>• Learning new subject-specific vocabulary</li> </ul>	To reduce cognitive load within the classroom and support the retrieval of key curriculum knowledge. This supports our curriculum, and teaching and learning policy, which aim to develop deep-rooted substantive and disciplinary knowledge

Role of the Governing Body	The Governing Body: <ul style="list-style-type: none"> <li>• Delegated powers and responsibilities to the School Improvement committee and to the Headteacher to oversee the development of this policy.</li> <li>• Responsibility for the effective implementation, monitoring and evaluation of this policy.</li> </ul>
Role of the Headteacher	The Headteacher will: <ul style="list-style-type: none"> <li>• Promote this policy by raising its status and importance.</li> <li>• Ensure that homework is built into teachers' planning.</li> <li>• Provide supportive guidance for parents such as a space for feedback and questions, and the offer of support whenever needed.</li> <li>• Keep up to date with new developments with regards to homework as we do in all aspects of Education new initiatives etc.</li> <li>• Monitor and evaluate this policy through feedback from staff, parents, pupil interviews.</li> <li>• Ensure a consistent approach to the provision of homework across the school.</li> </ul>
Role of the teachers	Teachers must: <ul style="list-style-type: none"> <li>• Integrate homework into their planning.</li> <li>• Monitor homework completion and mark if necessary.</li> <li>• Support children with homework if necessary. This might include for example giving them some strategies to support areas of homework.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide whole class feedback to the children on a weekly basis so that children see that homework is valued.</li> <li>• Set homework appropriate for each child. For example, when setting multiplication facts, children may have different facts set.</li> <li>• Explain when, what and how the work is done so that each child clearly understands.</li> <li>• Teach children strategies for learning knowledge and revising material so they learn how to learn independently.</li> <li>• Make reference to homework in the classroom so children see the impact of their home learning.</li> <li>• Check Seesaw weekly.</li> <li>• Expect high standards both of quality and presentation</li> <li>• Communicate with parents if homework is not completed or not completed to the standard expected.</li> <li>• To provide the children with a central space in school to complete the homework if this is not done.</li> </ul>
Role of parents/ carers	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> <li>• Support the homework set.</li> <li>• Read with their child and comment or record a video on Seesaw – KS1. Ensure their child is reading at least three times a week – KS2.</li> <li>• Support the school in explaining to children that homework is valued and aids learning.</li> <li>• Encourage their child and praise them when homework is completed.</li> <li>• Be actively involved in the homework of their child, supporting their child but letting them lead the learning and not doing it for them.</li> <li>• Contact the class teacher/ school before the hand in date if they are not sure of some aspect of the homework or their child is experiencing difficulty doing it.</li> <li>• Provide a suitable place, with a comfortable chair, clear table space and good light, free from distractions.</li> </ul>
Role of children	<p>Children are asked to:</p> <ul style="list-style-type: none"> <li>• Complete their homework and take responsibility for handing it in on time.</li> <li>• Listen carefully in class to make sure they understand what is asked of them.</li> <li>• Complete homework using appropriate writing materials.</li> <li>• Have a go at all homework activities and speak to teacher if they are finding it tricky.</li> <li>• If homework is going to be difficult to complete on a certain week due to circumstances at home, speak to the teacher in advance.</li> <li>• To produce the quality of work that would be expected in school – taking pride in presentation and content.</li> <li>• To self-assess homework and respond to any comments from teachers.</li> <li>• Read three times a week as a minimum.</li> </ul>

**To support with transition, in terms 5 and 6 Year 6 will get homework on different days of the week and may be expected to complete it within different timescales. On occasions, they may be set extended tasks such as a piece of writing, a project, or a piece of research to prepare them for secondary school where a much higher level of independence will be needed to manage their time and resources.**

**Organisation:**

- Homework will be sent out on a Thursday and be collected in by the following Tuesday.
- Homework will be uploaded to Seesaw each week. Where it is difficult for a family to access the internet, provision will be made for a paper copy to be sent home.
- The teacher will provide a clear instruction sheet each week which will be used for reference.
- The expectation is that every single child should complete the homework set. If this is not completed, without a valid reason, then the school will provide opportunity for the child to complete this in their own time in the school week. If there is incomplete homework 2 weeks in a half term then a conversation with parents will take place.
- The school will provide useful information of age-related resources such as websites/ games/good reads!

**Equal Opportunities and Additional Needs**

- Homework activities will be differentiated, if appropriate, to ensure the needs of pupils are best met.

**Monitoring the effectiveness of this policy:**

The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.