

Warden House Primary School



Homework Policy

Created: September 2021
Review date: Autumn 2022

Intent

The purpose of homework at Warden House Primary school is to further support each pupil's learning through consolidating and revisiting learning being undertaken at school. It helps in developing an effective partnership between the school and parents and other carers in pursuing the aims of the school. The prioritisation of reading, spelling and key arithmetic skills will help to raise attainment for all pupils. Encouraging positive learning habitats for pupils as they get older helps to develop confidence and self-discipline needed to study on their own and will support their preparation for the requirements of secondary school and the working world beyond.

Implementation

Homework builds on learning in the classroom or acts as an opportunity for research or creativity. It enables the class teacher and the parent to confirm that the child has an understanding of a subject and helps to instil and develop a sense of determination and independence about work at home.

Homework can be set across the entire curriculum but will predominantly relate to core concepts in reading, spelling, and mathematics.

Homework will be provided on a consistent basis, with sufficient time allowed for the completion of the task. Children will be given clear instructions about the activity to be undertaken. The amount of time taken on a piece of homework will vary according to the ability of the child.

Time allocation for homework

- **Year R:** Daily reading and phonics
- **Year 1:** Daily reading and word lists, weekly phonics homework related to specific phases
- **Year 2:** Daily reading and word lists, weekly spellings, weekly Numbots / Times Tables Rock Stars to rehearse times tables skills and occasional research or creative challenges in other subjects.
- **Years 3 & 4:** daily reading, weekly word lists, weekly spellings, weekly times tables and occasional research or creative challenges in other subjects
- **Years 5 & 6:** daily reading, weekly word lists, weekly times tables and occasional research or creative challenges in other subjects

Role of the parent / carer

The parent is expected to support and encourage the child by giving time and a home environment in which homework can be done. The class teacher will, as far as possible, ensure that the child is completely clear on what they are expected to do at home, so that junior children in particular, are able to communicate this to the parent. It is hoped that this will encourage the children to develop a deepening understanding of our school values of responsibility, independence and determination.

Reading is a crucial aspect of schoolwork and is to be encouraged at all times. A child who reads widely and with enthusiasm is often able to translate this into all other work. It is not always possible for an adult to hear a child read at school every day. It is most important, therefore, for a parent to try to hear their child read as often as possible, to discuss the plot and characterisation and ask the child questions about what has been read. Younger children need to be heard on a regular daily basis, older children may, however, be expected to read independently and silently to themselves but will still benefit from reading to a parent and discussing the text. The school tracks the regularity of reading through home contact books and through the Accelerated Reader scheme and will contact parents of children whose reading falls below the expected regularity to ensure regularity in reading at home is maintained and offer further support if required.

Impact

Children benefit enormously from being able to discuss what they have been learning at school with their parents. Revisiting learning completed through the day and week enables children to rehearse the retrieval of prior knowledge and supports the retention of that learning so it is remembered.

By encouraging their children to develop a responsible attitude to their learning and homework parents will be supporting the further development of their child's independence and readiness for future learning. We also hope that should there be any issues relating to the homework set, that the parent(s) speak with their child's class teacher to resolve the matter so that all children are able to succeed with their learning to achieve their best.

What does the evidence and research show us about homework in Primary school?

1. Overall, homework in primary schools does not appear to lead to large increases in learning.
2. Parents can have a positive effect on homework completion and help children to develop effective learning habits.
3. The broader evidence base suggests that short, focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.

(Education Endowment Foundation)