

Primary Phase Homework Policy



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Introduction

The Governors and staff at William Hulme's Grammar School Primary Phase believe homework encourages children to realise that learning can take place outside the classroom as well as promoting independent learning, thus encouraging the child to take great responsibility for their personal progress. Homework allows parents, carers and the school to work in partnership for the benefit of their child.

This policy is based on current government guidelines, which emphasise the importance of homework in consolidating previous learning and preparing children for future topics. The amount and type of homework we set is at a level, which we believe to be reasonable for a child's age and stage in learning, as well as in line with the guidance provided.

Aims

Homework is encouraged throughout the school. To be most effective, parents, carers, staff and the children need to understand its purpose:

- It reinforces skills which have been taught in school and gives children the opportunity to practice what they have learnt;
- It encourages self-discipline as the children take responsibility for their learning;
- It promotes independent learning;
- It provides teachers with the opportunity to support and extend individual children;
- It sets standards for life and children become accustomed to working at home, preparing them for secondary school and future employment;
- It encourages children to share their learning with parents and carers;
- It encourages parents and carers to become involved with their children's learning.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school. We recognise that all children need leisure time and hope that our policy reflects a balance, so children can extend and consolidate their learning with parental support while still allowing 'down time'.

Reading

Once children receive a reading book, they should read at home daily. We want to promote a love of reading in every child and strongly encourage children to read for pleasure and read a large variety of different text types: fiction, non-fiction, poetry, comics, newspapers and others. We encourage parents and carers to discuss their children's books and ask a range of questions about them to ensure that there is understanding of their book as well as fluent reading. Every child has an account for Bug Club, which they can read their reading books on and answer questions showing an understanding of what they read.

Multiplication Tables

It is an expectation of the National Curriculum that by the end of Year 4, children will know all the multiplication tables up to 12x12. Having quick recall of these facts allows children to work much more efficiently in Maths in Upper Key Stage 2, as many topics rely on these facts.

Multiplication tables are introduced in Maths lessons in their relevant year group. The school also subscribes to Times Table Rockstars and each child has an individual username for this, which they can access at home to practise and compete against other children.

Sways/Teams

In EYFS/Key Stage 1/Lower Key Stage 2, a Sway link will be sent to parents at the start of the half-term and all aspects of home learning, including links to Bug Club and Times Table Rockstars, spellings, knowledge organisers and enrichment activities, will be added to this.

In UKS2, all aspects of home learning will be set with Teams.

Spelling

Spelling is a huge part of the English curriculum. Spelling lessons are taught in school, which focus on prefixes, suffixes, spelling patterns and spelling rules. Children in Years 1 to 6 will have spellings to learn each week. In Years 1 to 4, these will be provided on a Sway. In Years 5 and 6, this will be in a Teams folder.

In addition to this, children in Years 2 to 6 should add any word spelt incorrectly in class to their vocabulary jotter.

Knowledge Organisers

Knowledge organisers are documents containing key facts, objectives and vocabulary for a topic. These are produced for several areas of the curriculum and are in the children's workbooks in school. Children knowing the key facts and vocabulary on the knowledge organisers allows them to have a base of knowledge to be built on in coming lessons.

Copies of these will also be uploaded on to the year group's Sway. Children should regularly rehearse the key facts and vocabulary at home and parents should quiz the children using the knowledge organisers.

Enrichment Activities

Children in EYFS, Key Stage 1 and Lower Key Stage 2 will be set enrichment activities at the start of a half-term via a Sway and they must complete a minimum of 2 of the activities. These will be linked to the wider-curriculum and allow parents to work with their children on the topics they are learning about in class. The class teachers will set dates for when these pieces of work need to be completed by.

In Upper Key Stage 2, children will be assigned a weekly piece of homework, using Teams, that links to their current learning in school. Doing homework weekly will help prepare the children for the transition to Secondary.

Feedback

Children receive different levels of support from adults when completing their homework. It is therefore extremely difficult for teachers to draw any conclusions about children's understanding from their homework. Teachers will check homework and will acknowledge completion of it. They will discuss misconceptions when appropriate and reward excellence verbally and with awards in the Friday assembly.

Teachers will not be expected to complete question-by-question marking on homework.

Responsibilities

It is our expectation that homework will be completed carefully and returned on time.

Teachers will offer opportunities through the week to provide support for children to help them with any homework that is confusing or difficult for children to complete. Where homework is frequently missing or not completed, late or of poor quality, the children's parents or carers will be contacted by the class teacher.

Parents have the responsibility of informing the school if they have difficulties accessing any of the online resources used to support learning, including Bug Club, Times Table Rockstars, Sways and Teams.

The Headteacher will:

- Promote the school homework policy to staff, parents and pupils
- Monitor and evaluate the efficiency and effectiveness of the policy

The teacher will:

- Set regular homework activities, which will include both practical and written tasks
- Set homework relevant to each child at their current stage in learning
- Set high expectations of pupils in completing homework on time
- Consider a consequence appropriate to the age of the child if not completed to a high standard

Parents and Carers should support their children by:

- Providing a suitable place where your child can do their home learning: somewhere reasonably peaceful with supervision if appropriate
- Make it clear to your child that you value home learning and support the school in explaining how it can help raise attainment
- Providing activities that support the activities set by the teacher
- Ensure and check that tasks are completed on time and to a suitable standard
- Being actively involved in joint homework activities with the children
- Contact the children's class teacher if they have any questions regarding homework
- Contact the school if they are unable to access any of the online resources

Pupils should:

- Do their best to complete tasks as instructed and presented to a high standard
- Ask for help as appropriate
- Gain increased motivation and enjoyment through home learning

Home learning should benefit the teacher, pupils and parents by providing support and information to enable pupils to build confidence and make progress.

Monitoring

The class teacher is responsible for ensuring that the homework policy is efficiently and effectively implanted within their class. Phase Leaders will monitor this in order to ensure homework is contributing to overall pupil learning and progress.

Policy Information and Review

This policy will be discussed in one staff meeting per term, reviewing this policy and procedures, sharing successful strategies and discussing anxieties.

Designated Lead Person/s	Mrs K M Heaton, Headteacher of the Primary Phase
Reviewed	Every 2 Years
Date of last review and by whom	July 2020 – Mr J Carr
Nominated Governor	Mrs J Andrews
Ratification by Local Governing Body	September 2020
Next Review Date	July 2022