



St. Wilfrid's Church of England Primary School
Homework Policy
Our Christian Vision:

Our distinctive Christian vision is to follow Jesus' teaching, enabling all members of the school family to live and love fully. We aim for everything we do to be clearly reflected in our mission statement: **Love God, Love each other, Love learning.**

Let all that you do be done in love (1 Cor 16:14)

Date of policy:

November 2020

Introduction

This policy was developed and agreed by the whole staff and has the agreement of the Governing Body. It is regularly reviewed.

Aims

Through this policy we aim to:

- Ensure that parents are clear about homework expectations.
- Ensure consistency of approach across the school.
- Provide opportunities for parents, children and the school to work together in partnership in developing children's enjoyment of learning.
- Use homework as a tool to help raise standards of achievement.
- Encourage children and their parents to share learning resources and experiences.
- Develop the responsibility, confidence and self-discipline needed to study on their own, as children move through school.
- Prepare Y6 pupils for the transition to secondary school.

The nature of homework

The nature and type of homework will change as a child moves through school. It can be set in many different forms and with many different expectations and outcomes. Children should see homework as a continuation of their learning in school and therefore, we expect them to maintain the high standards of content and presentation as they would have in school.

The amount and frequency of homework should increase as the child gets older, but this may also vary through the school year and be appropriate to their ability.

We recognise that many of our children are busy with after-school sport and music activities and therefore only want to set homework which is relevant and specific and which can be done in a reasonable time. It should not cause undue stress on the child or family. Children who play a musical instrument are also encouraged to practise as determined by their music teacher.

Children know that homework is valued by the class teacher and discreet records will be kept to monitor completion/engagement.

Role of the class teacher

To set up regular homework in an easily followed routine. This will normally be done via Google Classroom.

To ensure any homework is purposeful and links with the class topic where possible.

To provide an explanation of the homework tasks to children and provide guidance, when necessary, to parents on how they might assist their child.

To take equal opportunities into account when setting homework.

To provide feedback in a variety of forms to individuals and/or groups as appropriate.

To monitor engagement with homework and communicate with parents where appropriate.

The following table lists the types of activities that children might reasonably be expected to complete as homework. The suggested time allocations are based on government age related recommendations.

Age Group	Types of activity	Suggested time allocation
Foundation Stage	<ul style="list-style-type: none">• Specific activities set out on Google Classroom• Daily reading: books and key words• Counting: e.g. up and down stairs, number of jumps, number of tins etc.• Reciting nursery and counting rhymes• Identification of shapes in the home/outdoors• Fastening/unfastening buttons/zips, getting dressed/undressed etc.	1 hour per week broken down into small daily chunks
Year 1 and Year 2	<ul style="list-style-type: none">• Specific activities set out on Google Classroom• *Daily reading• Key word learning/spellings• Number facts/times tables• Activities to support learning in the classroom, eg. Food diaries, postcard writing, identifying weight on food labels etc.	1 hour per week broken down into small daily chunks

Year 3 and Year 4	<ul style="list-style-type: none"> Specific activities set out on Google Classroom *Daily Reading Key word learning/spellings Learning times tables Activities to support learning in the classroom, eg. Food diaries, postcard writing, identifying weight on food labels etc. 	1.5 hours per week broken down into small daily chunks
Upper KS2	<ul style="list-style-type: none"> Specific activities set out on Google Classroom *Daily Reading Key word learning/spellings Learning times tables Weekly homework as appropriate to support maths and English 	30 mins daily Plus 1 hour per week for extended maths or English homework

*Daily reading: we would emphasise the strong benefits of daily reading aloud to an adult, even for older children. This strengthens fluency skills and vocabulary development. Reading together is also good for mental health and wellbeing!

NB.If a child is absent due to illness, we will not send work home as it is assumed that they are too ill to work. However, in exceptional circumstances (e.g. extended periods of absence), home learning may be set by separate arrangement.

It is not our policy to set homework when parents take holidays in term time.

Homework Club NB: This is not currently operating due to COVID 19 restrictions

We appreciate that children occasionally find it difficult to complete their homework on time due to wider commitments or circumstances.

With this in mind, we offer a supervised Homework Club for Key Stage 2.

This is on a “drop in” basis and allows an additional opportunity for the completion of homework, when the need arises.

Role of parents/ carers

Parents are asked to provide a suitable place for their child to carry out their homework. Also, to help their child access ICT as required to complete an online activity/task.

Parents are encouraged to participate in homework activities when appropriate, such as with reading, spellings and tables. As they move through school, where a child is to work independently, parents are asked to encourage and support but not to over help. Parents can contact the class teacher to discuss any difficulties their child may be having with a particular piece.

If parents have any concerns about homework, they should contact the child's class teacher in the first instance, who will be happy to help. Any more formal complaints should be put in writing, following the school Complaints Procedure.

Role of the Headteacher and Governing Body

- To check compliance of the policy.
- To discuss with staff how far the policy is successfully implemented
- To conduct regular reviews of the policy

Review date November 2023