



Diverse Academies
Learning Partnership



Homework Policy

February 2018

Published: March 2018	Next Review: March 2019	Last Review: June 2017	Statutory	Lead: Miss Claire Gledhill
Associated Documents:				
DALP Single Equality Policy				



Wainwright Primary Academy

Working Together, Perseverance, Achievement

Aims of the Policy:

- To provide a clear definition of the purpose and nature of homework at Wainwright Primary Academy.
- To establish how homework will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in our school.

Definition and Purpose

At Wainwright Primary Academy we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

The purpose of homework at Wainwright Primary Academy is to:

- *provide opportunities for parents to be involved in their child's learning
- *enable children to practise and consolidate skills
- *broaden the context of learning and provide enrichment and extension
- *help children to develop skills and attitudes they need for successful lifelong learning, including self-discipline
- *encourage the development of independent learning skills, including enquiry, research and investigation
- *promote the idea that learning extends beyond the classroom and can be achieved in many ways
- *prepare older children for the demands of Secondary School.

Homework provided by school is just one aspect of activities which pupils may be involved in outside of school and we acknowledge the value of participation in clubs and activities which develop children's broader skills. As such, we will recognise this involvement and celebrate successes and achievements in the same way as we celebrate achievements and effort of learning which takes place within school.

Roles and Responsibilities

We will do our utmost to ensure that:

- *homework is provided consistently and is well matched to the child's ability
- *feedback is provided where appropriate
- *tasks are interesting and promote engagement and enjoyment of learning
- *we monitor time taken to complete homework and address parental concerns relating to homework
- *tasks set are clear, unambiguous and require minimum resources
- *training for parents to help support their child's learning will be provided where appropriate
- *consistency of practice throughout school is monitored by the Leadership Team
- *we support pupils in the completion of their homework where circumstances make this difficult
- *we promote, welcome, recognise and value efforts and achievements from activities which take place outside of school.

We hope that parents / carers will:

- *support the school in the implementation of this policy
- *work as partners in the education of their children
- *provide feedback about homework tasks where necessary

Summary of Expectations of Homework Completed at each Key Stage:

(See **appendix 1 and 2** for detailed expectations for each year group.)

EYFS – half termly topic menu which are practical activities and reading diaries.

KS1 – Weekly RWI spelling sheet, read five times per week, weekly Maths – consolidation from that week of Maths and half termly topic menu.

KS2 – 5 -10 spellings weekly, read five times per week, weekly My Mini Maths arithmetic and reasoning and half termly topic menu.

Incompletion of Homework

There is an expectation that children complete homework that they are asked to do as we strive to achieve consistency across school. However, we recognise that at certain times and for various reasons this may not be possible.

-If children are unable to complete homework due to home circumstances, we ask that parents inform us.

-Where children regularly do not complete homework, teachers will speak to parents about the reasons and make arrangements, if necessary, for them to complete it at other times (depending on the reasons).

-While children may be asked to complete pieces of homework at playtime, this will not happen repeatedly without speaking with parents to establish reasons. We will not implement sanctions for children due to circumstances beyond their control.

As with all other school policies, our Homework Policy will at all times follow the DALP Single Equality policy. We will aim to provide activities which are accessible to all children relevant to their ability, skills and level of development. This may mean personalised homework for specific children.

Feedback and Evaluation

On a weekly basis pupils will receive feedback for the maths activities that they completed. In addition, pupils will receive a weekly spelling test based on the spelling pattern they have received for their homework to ensure they have learnt them.

During the feedback session, teachers will check the pupils' home-school diaries to encourage their usage.

In the last week of that half term, children will have the chance to bring their homework projects into school and have a 'show and tell' afternoon. This will allow children to share and discuss their homework with their teacher and peers. In addition to this, children will be able to earn a number of house points for each project.

Quality Assurance

In order to ensure that the policy directly contributes to the quality of teaching and learning, the provision of homework will be regularly monitored. A sample of Home-School Contact Diaries, topic menus and homework books and files will be reviewed regularly as part of the school's self-evaluation process. Parents will also be given opportunities to share their views with teachers at Parents' Evenings and other occasions as appropriate.

Appendix 1 – Expectations for each year group:

<i>Foundation Stage 1</i>	<i>Parents reading with/to their child on a daily basis – recorded in the reading diary.</i>
<i>Foundation Stage 2</i>	<i>Read 5 times per week – parents reading with/to their child on a daily basis – recorded in the reading diary. Half termly topic menu – practical activities linked to topics</i>
<i>Year 1</i>	<i>Read 5 times per week Weekly Maths – consolidation from learning that week Weekly Spellings – linked to Read, Write Inc. Half termly topic menu</i>
<i>Year 2</i>	<i>Read 5 times per week Weekly Maths – consolidation from learning that week Weekly Spellings – linked to Read, Write Inc. or Non Nonsense Spelling Half termly topic menu</i>
<i>Year 3</i>	<i>Read 5 times per week Weekly My Mini Maths Arithmetic / reasoning questions Weekly Spellings – linked to Non Nonsense Spelling Half termly topic menu</i>
<i>Year 4</i>	<i>Read 5 times per week Weekly My Mini Maths Arithmetic/reasoning questions Weekly Spellings – linked to Non Nonsense Spelling Half termly topic menu</i>
<i>Year 5</i>	<i>Read 5 times per week Weekly My Mini Maths Arithmetic/reasoning questions Weekly Spellings – linked to Non Nonsense Spelling Half termly topic menu</i>
<i>Year 6</i>	<i>Read 5 times per week Weekly My Mini Maths Arithmetic/reasoning questions Weekly Spellings – linked to Non Nonsense Spelling Half termly topic menu</i>

Appendix 2

Homework examples:

My Mini Maths – Years 3 – 6 example:






YEAR 6	
Week 8 - Wednesday	
Rounding in Context	Back to Basics
1.) A concert hall has 15 rows of 23 seats. If 215 tickets have been sold for a performance, how many full rows are still empty?	3.) $\frac{7320}{34} =$
2.) An Olympic cyclist is training at the local track. The distance around the track is 400 m. How many full laps will the cyclist have to complete to ride a total of 5 km?	4.) $675 \times 21 =$
	5.) $8,465 + 4,888 =$
	6.) $4,382 - 995 =$

Whole school topic menu example:



WPA Homework Menu Year 6 Spring 2 - WW2






Design your own 'propaganda' poster. Make it as big and as colourful as you like! You could use cardboard, paper stuck together, felt tips, paint, tissue paper - whatever you like! REMEMBER your posters are made for a purpose... Google some if you forget! (3house points)	Design and make your own air raid shelter using house hold resources! You could use cereal boxes, toilet roll tubes, string, newspaper, twigs and anything you can find! Think about how the people would enter and escape your shelter quickly and safely! (6 house points)	Create your own model tank! How will your tank be able to move? Can it float? How will it fire bullets? Use any resources you can find! (10 house points) 
Create your own gas mask! How will people be able to breathe? Will you be able to block out poisonous gases?! (8 house points) 	Design your own parachute, which would keep a soldier safe! You will have to prove that your parachute works properly on 'show and tell' day! (4 house points) 	Research a WW2 recipe and make it at home. Photograph the meal and write out the recipe. Write a review of the meal! Do yourself a 'what went well' and 'even better if!' (7 house points)
Draw a map of the world. Colour countries which were involved in WW2. (3 house points) 	Research WW2 songs and listen to them. Write a song to keep people's spirits up during the war. Would you be brave enough to sing it to our class?! (9 house points)	Make a model 3D scene from the war. (15 house points) 

Pick one or more of the challenges above and bring it back to school no later than Friday 23rd March 2018. We will then have a 'show and tell' afternoon, where you can share your project with your class! I wonder how many house points you can earn?!

Good luck!

Spelling example:

Spelling and sentences homework		
These spellings are based on work your child has covered this week. Please support your child to learn the spellings, find out their meanings and choose five words to write a sentence for each one.		
Term: Spring 1 Week 3 Date: 26.1.18 For next THURSDAY		Focus: Words ending '-cial' and '-tial'
<p><small>MILD</small></p>  social special crucial facial initial	<p><small>MEDIUM</small></p>  artificial essential financial official partial potential	<p><small>HOT</small></p>  commercial impartial substantial sequential torrential