

# Waterloo Primary School



# Homework Policy

Signed: \_\_\_\_\_ (Governor)  
 \_\_\_\_\_ (Headteacher)  
 \_\_\_\_\_ (Chairperson of School Council)

Date: \_\_\_\_\_

"Teachers set homework as appropriate for the age and stage of pupils."(HMI)

Our aim is to provide a properly structured homework policy, which will:

- Foster a partnership in learning between home and school
- Support work that takes place in the school day and consolidate learning
- Prepare pupils well for work to come
- Prepare Year 5 & 6 pupils for transition to secondary school through having increased responsibility for home learning

Parental feedback has been considered when writing this policy and planning homework tasks.

We provide parents with accurate information about their child's skills and progress as well as their areas for development.

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- Reading and the learning of multiplication tables/number bonds should be done nightly.
  - All other homework will be **given on a weekly basis on a Friday and should be returned to school by the following Friday at the latest.**
  - Homework will be stored in folders in class or in children's e-folders.
  - There will be paper based and online versions of homework tasks and we will continue to encourage an optional termly project, however choices of tasks will be given in order to promote a range of key skills and the breadth of our curriculum

## **Foundation Stage**

### **Nursery**

Parents are asked to read nightly to their children. As children become more confident basic phonics practice or tasks may be set.

Sometimes children will be asked to explore topics or life skills at home and/or bring things into school to support with in school learning or for carpet time/Show and Tell.

Parents are encouraged to support their children with a range of life skills including: toilet training, using cutlery to eat, developing their skills with dressing (shoes, socks, coats etc.), brushing their teeth and washing hands and faces.

Parents are also encouraged to support their children in developing strength in their fingers through playing with dough, helping with pegging or threading jobs (e.g. washing and shoe laces). These activities will support children in being able to hold a pencil and, as appropriate for the child, support with tasks beginning to form letters and learning how to write their names.

## Reception

### Daily:

- Reading
- Learning of phonics, counting forwards and backwards & number bonds

### Weekly:

- English (could include: comprehension, phonics, writing, sequencing, use of Phonics Bug) and Maths (could include: number bonds, calculation, shape, space & measure) tasks.
- Families are invited to complete any research or support activities related to class topics. Children are welcome to bring in items to share that support the curriculum and the development of their individual interests.

Periodically, children may be asked to complete Personal, Social & Health Education (PSHE tasks related to class themes, topic work or talk homework on a given theme.

Homework in the Foundation Stage should be the equivalent of a minimum of 1hr 15mins a week, or as long as your child is comfortable to do **if it exceeds this time**.

## Key Stage 1

### Daily:

- Reading
- Learning of phonics/spellings, counting in 2s, 5s and 10s and number bonds

### Weekly:

- English - Could include: phonics (including Phonics Bug), spelling investigations, grammar or comprehension activities or IDL (which has been found to be beneficial to all pupils not just those with dyslexia).  
OR
- Mathematics - Could include: arithmetic, problem solving, Times Table Rockstars

Children are encouraged to complete a termly project related to the topic being studied in class. The choice of three tasks, with guidance, will be provided each term and pupils will have the opportunity to earn additional merits for their efforts.

Homework in Year 1 should be the equivalent of a minimum of 1hr 15mins a week (equiv. approx. 10mins daily) during the Autumn Term and 1hr 30mins (equiv. approx. 12mins daily) Spring and Summer Terms or as long as your child is comfortable to do **if it exceeds this time**.

In Year 2 it should be the equivalent of a minimum of 1hr 30mins a week (equiv. approx. 12mins daily) during the Autumn Term and 1hr 45mins (equiv. approx. 15mins daily) in Spring and Summer Terms or as long as your child is comfortable to do **if it exceeds this time. During the run up to the SATs period, Y2 children may be given short tasks for both Maths and English.**

## Key Stage 2

### Years 3 & 4

#### **Daily:**

- Reading
- Learning of phonics/spellings, multiplication tables with related facts and number bonds

#### **Weekly:**

English - Could include: spelling investigations, grammar or comprehension activities or IDL (which has been found to be beneficial to all pupils not just those with dyslexia.)

OR

- Mathematics - arithmetic, problem solving & Times Table Rockstars

Children are encouraged to complete a termly project related to the topic being studied in class. The choice of three tasks, with guidance, will be provided each term and pupils will have the opportunity to earn additional merits for their efforts.

Homework in Year 3 should be the equivalent of a minimum of 1hr 45mins a week (equiv. approx. 15mins daily) during the Autumn Term and 2hrs (equiv. approx. 17mins daily) Spring and Summer Terms or as long as your child is comfortable to do **if it exceeds this time.**

In Year 4 it should be the equivalent of a minimum of 2hrs a week (equiv. approx. 17mins daily) during the Autumn Term and 2hrs 15mins (equiv. approx. 19mins daily) in Spring and Summer Terms or as long as your child is comfortable to do **if it exceeds this time.**

### Years 5 & 6

#### **Daily:**

- Reading
- Learning of spellings, fluency of multiplication tables with related division facts and number bonds

#### **Weekly:**

- English – Could include: spelling investigations, grammar or comprehension activities, SATs Companion and IDL (which has been found to be beneficial to all pupils not just those with dyslexia).
- Mathematics -Could include: arithmetic, problem solving, Time Tables Rockstars, and SATs Companion

**From the Spring term pupils in Y6 will be given tasks for both Maths and English in order to prepare them for SATs.**

**In the Summer term, as part of transition to secondary school, pupils in Y6 will be given different submission dates for homework tasks in order to support them in developing self-management and organisation skills.**

Children are encouraged to complete a termly project related to the topic being studied in class. The choice of three tasks, with guidance, will be provided each term and pupils will have the opportunity to earn additional merits for their efforts.

Homework in Year 5 should be the equivalent of a minimum of 2hrs 15mins a week (equiv. approx. 19mins daily) during the Autumn Term and 2hr 30mins (equiv. approx. 21mins daily) Spring and Summer Terms or as long as your child is comfortable to do **if it exceeds this time.**

In Year 6 it should be the equivalent of a minimum of 2hrs 30mins a week (equiv. approx. 21mins daily) during the Autumn Term and 3hrs (equiv. approx. 26mins daily) in Spring and Summer Terms or as long as your child is comfortable to do **if it exceeds this time.**

Whilst it is seen as a shared responsibility, between parent and child, with the younger children in the school, who will require greater encouragement and support, in order to complete homework, **by Year 5 it is considered to be the child's responsibility.**

Children who haven't completed their nightly reading will attend Reading Club on Wednesday - Friday and those who haven't completed their other homework will attend Homework Club on a Monday or Tuesday.

**Parents are asked to ensure homework completion and to sign Reading Records nightly to confirm that their child has read.**

All completed paper-based homework will be stored in a child's personal homework folder in class.

**Where a child has identified additional needs, homework will be set according to what is appropriate for their stage of academic or emotional development.**

## **ASD Base Classes**

Parents are encouraged to read to or with their children depending on ability and willingness to engage.

We acknowledge that for many children with ASD sending work home can cause anxiety and trigger behaviour.

We therefore, liaise closely with each family to ensure that any tasks/activities set are relevant & appropriate (usually linked to personal plans) and the development of life skills e.g. to successfully follow their bedtime or bath time routine, to manage self-care tasks with more independence, or to interact and communicate with family members.

Reviewed: November 2023