



**WESTFIELD PRIMARY SCHOOL AND
NURSERY**

Home Learning Policy

For the purposes of this policy 'homework' refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

The Purpose of Homework

- Consolidating and reinforcing skills and understanding.
- Utilising resources for learning of all kinds at home.
- Extending school learning, for example through additional reading.
- Encouraging pupils as they get older to develop the confidence and self-discipline needed to study on their own.
- Developing an effective partnership between the school and parents and other carers in pursuing the aims of the school.

Aims

This policy for Homework will ensure that:

- Pupils, parents and teachers are clear about what is expected of them.
- There are high expectations of pupils completing homework.
- There are opportunities provided for parents, pupils and school to work in partnership.

General Guidelines for Homework

- Reading and phonic work should take place at home on a regular basis. Spellings will be introduced progressively and according to ability by Year 1.
- Homework which follows on from work that has taken place in class should consist of further practice, a game, a puzzle, but should not generally entail new ideas that require explanation from a teacher.
- Homework may sometimes consist of preparation for work yet to be done; for example, measuring a bedroom before drawing a scale plan at school or collecting some data ready to draw a graph.
- Teachers need to explain to children exactly what they are expected to do, and how to do it.
- The work may sometimes involve the participation of the parents; with younger children this is important. With older children there should also be times when they work independently without the assistance of the parents in order to build good

study habits. Parents should indicate in the homework books if they have helped or if the child has struggled or been unable to complete the full task. The school welcomes a partnership with parents and views support as a two-way process.

Special Educational Needs

Some children may benefit from special tasks separate from the homework set for other children in the class. On the other hand, it is important that they should do as much in common with other children as possible. Setting appropriate homework, which does not demand too much or too little of children and their parents, needs close coordination between teachers, special needs co-ordinators and parents. Tasks should:

- Have a very clear focus and time-guideline.
- Give plenty of opportunities for pupils to succeed.
- Help develop social as well as other skills where necessary.
- Be varied - and not purely written assignments.
- Be manageable for teachers.

Expectations:

Teachers will:

- Set out (at the beginning of the academic year), home learning procedures which can be found on the 'Meet the teacher' powerpoints, on the school website.
- Set home learning regularly (in accordance with this policy)
- Ensure that home learning is purposeful, meaningful, accessible to the child and related to what is currently being taught in class.
- Make sure that the home learning set contains clear learning intentions; clear instructions to the child and parent; and where appropriate, an example of the strategy to use.
- Explore reasons, with parents/carers, where a child is not completing home learning tasks or submitting home learning on time.

Parents and carers will:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework - alone or more often for younger children together with an adult.
- Make it clear to pupils that they value homework and support the school in explaining

how it can help their learning.

- Set aside time for home learning;
- Show interest in talking about and supporting home learning;
- Encourage their child to use resources that can be made available to them;
- Monitor home learning so that it is completed to the best of their child's ability and on time;
- Raise (with the teacher) concerns that their child has shared with them or where they observe that their child is struggling or taking a particularly long time to complete the work set.
- Be aware of the topics covered as outlined in the curriculum maps that are published in the first term of each academic year.

Beyond this parents and carers of younger children in particular should be encouraged as far as possible to become actively involved in joint homework activities with children. Teachers should help with careful guidance where needed.

Children will:

- Be given guidance about how to do a piece of home learning;
- Always complete their home learning to the best of their ability (and be open with parents/carers and teachers about anything that they are struggling with);
- Take (increasing) ownership of developing as an independent learner;
- Be responsible for doing and returning home learning on time.

Assessment and Feedback

Reading

Reading records will be checked on a weekly basis by a member of the class team. From Reception to Y3, certificates for reading will be given out when read 50, 100, 150 and 200 times. These will be counted by school staff. Subsequent reads on the same day count as one entry.

Y4-6 should record their own reading in their reading record. Teachers will monitor these once a week to ensure children are regularly reading.

Spelling

Spellings will be given out to all children in KS1 and KS2 on a Friday. A spelling test will be administered on a Friday. This is with the exception of in Year 3, when spellings will be given out and tested on a Tuesday.

The test will be done in the child's spelling book. This will be marked at school by a member of the class team or the child themselves (in KS2).

Number Fluency

All children have log ins to Numbots and Times table rockstars. It is recommended that all children practise their number facts 3 times a week. There will be practise sessions on these online portals to do each week.

Number fluency is having the mathematical understanding to find the most efficient way of expressing, and then solving, a problem. It is vital that children know their number bonds to 10, 20, 100 etc as well as the times table facts to 12x12. These facts give children the basis for being able to access an age appropriate curriculum.

All other home learning

All other learning will be acknowledged. This may be through an in class celebration, a stamp or sticker or whole class marking.

Home Learning Task Expectations

EYFS		
Year Group	Task (s)	Time allocation
Nursery	<ul style="list-style-type: none"> Family Learning 	<ul style="list-style-type: none"> Weekly
Reception	<ul style="list-style-type: none"> Reading Family Learning 	<ul style="list-style-type: none"> Daily Weekly

Key Stage 1		
Year Group	Task (s)	Time allocation
Year 1	<ul style="list-style-type: none"> Reading Family Learning to include Phonics and Maths or Literacy or Creative learning task 	<ul style="list-style-type: none"> Daily Weekly
Year 2	<ul style="list-style-type: none"> Reading Phonics/Spelling Maths 	<ul style="list-style-type: none"> Daily - 10 minutes Weekly Weekly - Up to 15 minutes

Key Stage 2		
Year Group	Task (s)	Time allocation
Year 3	<ul style="list-style-type: none"> Reading Spelling Maths activity 	<ul style="list-style-type: none"> Daily - 10 minutes Weekly Weekly - up to 20 minutes
Year 4	<ul style="list-style-type: none"> Reading Spelling Maths activity 	<ul style="list-style-type: none"> Daily - 10 minutes Weekly Weekly - up to 20 minutes
Year 5	<ul style="list-style-type: none"> Reading Spelling Maths activity SPaG activity 	<ul style="list-style-type: none"> Daily - 10minutes Weekly Weekly - up to 20 minutes Weekly - up to 20 minutes
Year 6	<ul style="list-style-type: none"> Reading Spelling Maths activity SPaG activity 	<ul style="list-style-type: none"> Daily - 10minutes Weekly Weekly - up to 20 minutes Weekly - up to 20 minutes