



Homework Policy

Homework is one obvious and important area in which schools can enlist parental support at home. It is an essential part of school life and as such should involve the parent working with the child (but **not** doing it for the child).

It is the policy of Walker Memorial Primary School that all pupils should receive homework because:

- a) it is useful in consolidating and extending the work done in the classroom.
- b) it is an important part of the liaison between home and school.
- c) it strengthens the educational partnership between parents and teachers.
- d) it provides a means by which parents can monitor their child's progress.
- e) as an exercise in self-discipline it will enhance a child's ability for private study in later education.

Whether or not work of a formal nature (written) is set, parents should always make time to assist with Linguistic Phonics/Spellings, Mental Maths/Tables and especially with reading or research.

The quantity of the task may not necessarily increase on a yearly basis. The challenge, rather than the quantity, increases yearly.

All homeworks are planned to consider the ability of the relevant pupil/s. Sometimes a simple reduction to the challenge will allow the less able to complete the homework successfully within a sensible time scale time. This naturally increases confidence and raises self-esteem.

Written Literacy or Numeracy homeworks will be completed on Monday and Tuesday nights.

From Year 2 upwards a third written homework may be given based on research for class topic. To allow children to develop other outside interests, such as music, youth organisations, drama or sport, there will be no written homework on Thursday nights or on nights when there are other school events.

Linguistic Phonics/Spellings, reading and Mental Maths homeworks will be given from Mon - Thurs night. ***These should form part of the total homework time as outlined on page 2 and must not be an addition to these times.***

During class, from Year 2 upwards a mental maths activity will reinforce the Mental Maths covered the previous night.

Time Allocation for Homeworks

Year group	Time taken (approximate)	Content
Year 1	20 mins	Reading, Linguistic Phonics, Numeracy/Literacy Activities Half way through Term 1
Year 2	20 mins	Reading, Literacy & Numeracy Half way through Term 1 - Linguistic Phonics, Number Bonds
Year 3	20 - 30 mins	Reading, Linguistic Phonics, Number Bonds 1 written Literacy, 1 written Numeracy & WAU
Year 4	30 mins	Reading, Linguistic Phonics, Mental Maths, Tables 1 written Literacy, 1 written Numeracy, 1 Reading Related Activity &/or 1 topic related activity
Year 5	30 mins	Reading, Linguistic Phonics, Mental Maths, Tables 1 written Literacy, 1 written Numeracy, 1 Reading Related Activity &/or 1 topic related activity
Year 6	30 - 40 mins	Reading, Linguistic Phonics/Spellings, Mental Maths, Tables 1 written Literacy, 1 written Numeracy, 1 Reading Related Activity &/or 1 topic related activity
Year 7	40 - 60 mins	Reading, Spellings, Mental Maths, Tables 1 written Literacy, 1 written Numeracy, 1 Reading Related Activity &/or 1 topic related activity

In Years 1 - 3

Where the teacher feels appropriate, extra work may be given to reinforce or extend literacy and numeracy skills, e.g. High Frequency Words, new vocabulary.

In all year groups children have Homework Diaries/sheet, where they note the homeworks daily. This provides the children and parents with details of work to be completed.

HOMEWORK INCENTIVES

EACH teacher has their own class rules for rewarding homeworks:

Yr 1: Sticker/Football Chart/Verbal Praise

Yr 2/3: Tickled Pink/Over the moon/Wow moments stickers

Yr 4/5: Sticker chart & Tickled Pink/Green for Growth

Yr 6/7: 8 completed hwks: 1 homework pass

Class Dojo: homework pass/stickers

THE ROLE OF PARENTS

- a) Check your child's homework diary and homework book every night. Please sign Linguistic Phonics, Mental Maths, reading and written homework. We ask you to sign homeworks to confirm that you feel the child gave their best effort, not to confirm its accuracy.
- b) Set a fixed time every evening for homework to start (before tea is usually best).
- c) If possible be on hand to help, but do not do the homework for the child. Provide guidance where necessary.
- d) Ask your child to explain what they are learning.
- e) Offer advice about presentation. Do not complicate or lengthen the task by asking the child to always complete the work in rough first. (Although this may be required on occasions). Simply ensure they always give their best in terms of effort and presentation.
- f) Offer praise rather than criticism.
- g) Assist, if required. If your child is consistently finding homework difficult, please speak to the teacher.
- h) Provide a suitable area for working (not in front of the television) to encourage and improve concentration.
- i) Please teach the children to respect school property, including reading, library, class text books and exercise books.

THE TEACHER'S ROLE

The marking of homework will:

- a) Inform the teacher about how a child is progressing or difficulties faced by the child.
- b) Inform the child of his/her understanding of their learning.
- c) Help the teacher plan and implement future work.
- d) Make parents aware of the ability and progress of their child in the work currently being undertaken.

Please remember that our staff is trained and experienced professionals who pitch each homework at an appropriate level, which ensures progress for the relevant year group.

If you feel your child is spending an excessive amount of time or experiencing difficulty with homework, please notify the class teacher or Principal as soon as possible.

In this case, if appropriate, we may either reduce or simplify the individual child's homework.