



WILDRIDINGS PRIMARY SCHOOL

Homework Policy

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Next Review	June 2028

Our aim is to provide within our school an inspirational and stimulating curriculum which challenges all children to realise their individual potential. Learning at home is recognised as being an essential part of this. We value the role homework plays in:

- Ensuring children learn to read fluently and develop an appreciation of reading
- Ensuring children are secure with their basic number and times tables facts
- developing effective partnership between the school and parents
- ensuring progression towards independence and individual responsibility
- extending the child's learning through reinforcement and revision
- providing opportunities for parents and pupils to share learning experiences
- preparing children for the demands of meeting deadlines and the secondary curriculum

This policy provides a brief outline of the home learning activities and suggestions provided by class teachers. These are designed to give parents and carers some idea of what their children are currently learning in their classes and to give children additional opportunities to practise skills. As children progress through the school the expectation is that they become more independent in completing their homework, although we encourage parents to discuss with their children what they are learning about.

Reception

In Reception, it is an expectation that all children are read to, or read, every night at home, with this reading experience logged on the BoomReader App. Children change their reading books on a regular basis, in line with the expectations set out within our Phonics Scheme, with the books being allocated based on the child's phonics ability, and the children are also encouraged to take books from the class library as often as they wish. Younger children learn to read by:

- using their phonics knowledge to decode the text
- looking at the pictures in a book
- by being read to
- by sharing books
- by talking about stories

Creating stories together verbally is as important as sitting down and decoding (using their knowledge of letter sounds).

The minimum number of reads added to the BoomReader App each week is 4.

Years 1 and 2

It is an expectation that all children read every night at home and they are listened to by an adult, with this reading experience logged on the BoomReader App. Children change their reading books on a regular basis, in line with the expectations set out within our Phonics Scheme, with the books being allocated based on the child's phonics ability, and the children are also encouraged to take books from the class library as often as they wish.

The minimum number of reads added to the BoomReader App each week is 4.

In addition to reading with them you should discuss what has been read and enjoy the book with them. Sometimes the children receive maths home learning (Times tables) or Foundation subject research.

Years 3 to 6

As in the earlier year groups, it is an expectation that all children read every night at home, with this being on the BoomReader App. However, if they are fluent readers you may not listen to them, however, we would still encourage you to discuss what they are reading and share the enjoyment with them. You could even read the same book they are reading and discuss key aspects or themes throughout.

The minimum number of reads added to the BoomReader App each week is 4.

Children in Year 3 to 6 also have access to Times Tables Rock Stars to support maths fluency.

In Year 3 to 6 the children are given half termly home learning activities. We ask that parents and carers encourage children to complete this with increasing independence. The children are provided with a range of learning activities which support classroom learning.

Topic for this half term:		
Maths	English	History
Geography	Art	Music
Maths	English	PE

Children will be expected to complete all of the learning set by the end of the half term. This format encourages independence as well as providing much needed notice to families in terms of the learning being covered during the half term.

English and Maths home learning is linked to the learning covered in class and is differentiated where appropriate. Activities provided will never cover a topic or method the children have not first learned about in class. Teachers may also suggest home learning to support other areas of classroom learning as they see fit.

In Year 6 revision tasks for SATs may be set during term time and in the holidays. We encourage all of our children to be curious and self-motivated in pursuit of their own learning.

Homework Expectations

- Homework set should be given a clear date being set and deadline date
- If homework is continually not completed contact will be made with the parent to see where the school can offer support
- If some children don't have access to the correct equipment to complete homework, especially regarding access to digital devices, parents are encouraged to discuss this with the child's class teacher so appropriate support can be provided
- If a holiday is taken during term time then homework will not be set for that period.

In all of the above cases, the giving of homework shall remain flexible and adaptable to meet the needs of the individual.

The expectations for each year group applies to all children. However, in some cases, children will receive differentiated tasks according to their needs, which may be different from the rest of the class.

Tapestry

Tapestry is an online app-based platform that the staff, children and parents use throughout the year to share observations and send messages. All parents will be given login details at the start of the academic year. Teachers and parents are able to share observations and comment on posts. Where appropriate, during a school closure, appropriate work will be set for you and your child to complete.

How does Tapestry work?

- Follow the instructions given to you by the staff team to login to Tapestry.
- You can download an app to your smartphone to keep track of observations.
- Parents and teachers are able to share observations, send messages and comment on and like posts.

How staff support this policy:

- by providing a range of homework tasks and activities to consolidate and extend learning in the class.
- by ensuring the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability
- by communicating with parents and keeping them informed of children's progress, projects and topics to be covered and their children's individual targets.
- by assessing results provided online and addressing gaps in children's skills and knowledge

How parents can support this policy:

- Provide somewhere peaceful for children to work without the distractions of television, other family members or pets.
- Provide a suitable place, equipped with a comfortable chair, clear table space and a good light
- Provide encouragement and support
- Support the school in explaining that homework is valued and supports lifelong learning
- Encourage pupils and praise them when homework is completed
- Let the teacher know of any issues or difficulties

Pupils are expected to:

- Engage with home learning promptly and with a positive attitude
- Make an effort to produce their best work
- Listen carefully to the description of tasks and ask for help if they do not understand.
- Take responsibility for completing tasks on time
- Use physical resources where this will support their learning e.g. number lines, squares, diennes and counters (please ask your teacher if you would like to borrow some school resources).

Feedback for pupils, parents or carers and teachers

It is important that feedback is given to pupils as quickly as possible.

This can be given in a number of ways:

- Immediately by parents or carers
- Discussion in class where homework is part of the class work
- Through assessments and activities at school such as reading groups, maths activities
- Individual teacher comments via the Tapestry App
- Pupils reviewing the homework in pairs or in small groups

Teachers are interested to know how children carried out the tasks whether they are too challenging/too easy/interesting/time allocation etc. Any comments can be shared with the class teacher via Tapestry or in person.