

**North Wootton  
Academy**



**North Wootton Academy  
Priory Lane  
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PE30 3PT**

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| <b>Name of policy:</b>   | <b>Homework</b>   |
| <b>Lead member of staff with responsibility for this policy:</b> | Mr J Grimsby  |
| <b>Date of governors meeting when policy agreed / discussed:</b> | Non-statutory policy  |
| <b>Type of governors meeting:</b>                                | n/a   |
| <b>Date of implementation:</b>                                   | September 2023  |
| <b>Details of dissemination:</b>                                 | Parents/Carers:<br>School Website<br>Emailed to parents in request<br>This policy is available on request from the school office. |
| <b>Frequency for review:</b>                                     | Annually  |
| <b>Next due for review:</b>                                      | September 2024  |

## **Rational**

Homework is an area of the school that represents one of the greatest areas of crossover between home and school, and therefore the school is acutely aware of the challenges that this can unintentionally bring for a household. Mindful of this, the school will continually review its expectations such that it achieves the intended aim of encouraging our pupils to take more ownership of their own success at school. A child's learning should always be a joint responsibility between home and school, and homework is a great way to develop this partnership.

As a school, we do acknowledge that this area can impact the most upon home routines and at times, cause frustration. In our attempts to ensure that this is prevented, two key elements underpin our approach:

- Within this home-school partnership, we generally only need parents to encourage their children to complete their homework and establish a routine around the household schedule. It is the job of the teacher to make sure that it actually gets completed within the age-related expectations that we set in each year group.
- Within our weekly homework, the focus should be on developing reading fluency and consolidation or practice of already taught content; therefore, your child should be able to complete their tasks fairly independently (less so in the lower school where your support is greatly appreciated) and within the set time. If this is not the case, please note this on the top of their sheet and send it back - the teachers need to know if it is too difficult and address this in class.

## **Age-Related Expectations**

From Reception to Year 2, the highest priority is establishing frequent reading; this is the area that is tracked most carefully by the school staff and is the one area where parents can have the greatest impact through listening to their child. The school does provide some additional learning as outlined below and we would appreciate that children complete this as much as possible as all routines, if set early, help the child develop positive habits throughout their education.

Within Years 3-6, we strongly believe that completing homework plays a vital role in the development of pupil's independence and sense of responsibility. Therefore, we would expect all weekly tasks to be attempted and returned on time without too much assistance from parents; we genuinely believe it is our job to ensure they are completing their homework.

This expectation increases each year, particularly in Year 5/6 as they prepare for their transition to high school. Therefore, those who repeatedly do not make an effort with their homework may miss a small proportion of break or lesson time to complete the work so that they do not fall behind as this is learning that the children need to do at some point. An additional aspect of this transition is trying to ensure homework remains a mainly online process as this will become the norm for their secondary education.

## **Developing a habit**

More than the learning itself, we are trying to use homework to develop habits with the children and therefore, we will ask teachers to ensure the following are in place:

- Ensure that we adhere to a regular pattern of when homework is sent to ensure a routine can be established.
- Ensure the pupils are given a week to complete tasks and enable flexibility for parents as to when the work is completed.
- Provide time within school for those who are unable to complete weekly tasks at home.
- Celebrate the achievements that children make with their homework through verbal or written feedback.

## Gradual Homework Expectations

| Year       | Activity & Schedule  | Suggested time allocation<br>(Times will vary depending on the child)  |
|------------|--|--|
| Rec.       | Reading (Weekly Phonic Text moving on to banded books)<br>Spellings – Phonics based task sent home each week<br>Mathematics - a short number task sent home each week  | 10 minutes a day for at least 4 days a week<br>5 minutes a day for 3 days a week<br>10 minutes   |
| Year 1 / 2 | Daily Reading (Individual Reading Books)<br>Spellings<br>Maths home learning activity  | 10 minutes a day for at least 5 days a week<br>5 minutes a day for 4 days a week<br>10-15 minutes a week   |
| Year 3 / 4 | Daily Reading (Individual or Group Reader)<br>Weekly Spelling Sheet 8 words<br>Grammar and Mathematics Sheet<br>Termly research project<br>TTRockStars is an ongoing resource that we would encourage pupils to use and is tracked in school                   | Approximately 20 pages equating to a minimum 5 minutes a day for 5 days a week with notes<br>3 minutes a day for 4 days a week<br>15-20 minute per week<br>Spread over the term with a project day in the second half of each term |
| Year 5 / 6 | Daily Reading (Group Reader)<br>Weekly Spelling (10 words on paper or Spelling Shed)<br>Grammar and Mathematics task on EdShed<br>Termly research project<br>TTRockStars is an ongoing resource that we would encourage pupils to use and is tracked in school | Approx. 30pages throughout the week, with daily notes.<br>3 minutes a day for 4 days a week<br>15-20 minutes a week preferably 3 times a week<br>Spread over the term with a project day in the second half of each term           |

These times are only guidelines and it may be that pupils complete tasks in less time and can always access more through their online sites. As noted, we would not expect it to take any more time than this and therefore we encourage parents to contact the class teacher if their child is struggling to complete the task within the time limits - it may be that the task was not differentiated enough.

### Monitoring and Review

All teachers are required to track pupil's performance with their homework and follow-up with parents if there are any concerns. The level of homework for each phase is reviewed on an annual basis, with this policy agreed by staff and the local governing body.