



The Aims and Objectives of Homework

Homework is a valuable element of teaching and learning, which enables pupils to **consolidate their knowledge and understanding of learning** completed in lessons or prepare them for learning yet to come. It is an essential part of a good education, teaching children that learning takes place outside of the school grounds and supporting their independence as they increasingly take control of their own homework schedule. Homework also plays a positive role in establishing a successful dialogue and shared understanding between home and school.

Having **additional opportunities to retrieve prior knowledge** increases the chances of learning being retained in the long term memory and homework tasks are the perfect way to provide these opportunities. As such, it is very important that children work independently and the tasks provided should be designed with this in mind. We ask parents to encourage their children to complete homework as fully as possible and to submit work of the highest quality.

We do also **recognise the time and effort homework takes** and the demands it can place on family life and extra-curricular activities. We want our children to enjoy life outside of school and make the most of opportunities they have to develop interests beyond the school day. As such, if there is a reason why homework cannot be completed in any particular week or within the deadline, please just contact the member of staff who has set the homework to discuss.

Types of Homework

Reading for pleasure is proven to heighten academic success and reading is beneficial to every aspect of academic, personal and social development. When children have completed the book band reading levels, we expect all pupils to continue to read *daily for at least 15 minutes*. We hope that this is seen as a pleasurable, relaxing part of their day and not as additional homework. There are multiple benefits for children to continue regularly reading aloud to an adult and being read to by an adult, not only can this continue to be a lovely shared experience, it also enhances the chances to discuss reading and develop higher level comprehension skills. Parents of all children in Lower Prep are asked to note in their child's reading record whenever they listen to them read.

Towards the end of Pre Prep and into Lower Prep, we send children home with a book banded **reading book**. There is a developmental process to the books selected, some are for phonetic decoding and others are to support other reading skills, such as prediction, picture cues, inference etc. Please approach the reading of each type of book positively so your child learns that all books serve a purpose to their reading and educational development. We move children onto the next band when we are confident they are ready (this is not just linked to their phonetic decoding as the comprehension aspect of reading is crucial). We use **Hand, Head, Heart** questions in Pre and early Lower Prep, moving onto using the **VIPERS** (vocabulary, inference, prediction, explanation, retrieval and summarise / sequence) skills in the rest of the school. At the end of Pre Prep and into early Lower Prep, we also utilise the online platform, **Bug Club**, for reading homework.

A “little and often” approach to practising **times tables** is best. As children become familiar with the times table being practised they benefit from being asked questions in random order. It is important that they learn the whole times table, and not just the answers (i.e. 2 times 3 is 6, 3 times 3 is 9, as opposed to 3, 6, 9 ...). We use **Doodle Maths** and **Times Table Rock Stars (TTRS)** to support the learning and development of times tables acquisition. Once times tables are secure, further extension can be provided by practising decimal times tables (eg 0.2 times table) and multiples of ten (e.g. 20 times table).

As children gradually learn their **number facts** at school (pairs, doubles, halves, near doubles, days of the week etc), these can also be practised at home on a regular basis. For older children, extend these to larger and smaller numbers, squared, prime, factors, fractions, decimals and percentage facts etc.

Our whole school uses the **Sounds-Write phonics and spelling programme**. This begins in Pre Prep with a gentle introduction to more formal phonics sessions depending on the age and stage of each individual child. Formal daily **phonics** teaching begins in Reception and some homework will include consolidating sounds covered during the week. **Spellings** from Year 1 onwards will comprise a mixture of spelling words linked to key sounds or the structure of polysyllabic words and their meaning - going from simple to more complex. Each week a sound or structure is introduced and explained and the children will have a list of words at home to learn for the week, with a practice sheet for them to write their spellings on each day. As the children progress through the school, the expectation will be to complete an activity linked to the spelling words given for the week, in order to ensure spellings as not just learnt by rote but are properly embedded and contextualised. Spellings will be either sent home on paper to learn or will be listed on Google Classroom.

English homework consists of a mixture of **grammar** tasks, **comprehension** activities and **writing** tasks. The way this is set will differ depending on the year group. As the children progress into Upper Prep, the majority of the tasks will be set via the responsive online platform, Atom Learning. Atom is excellent at providing instant feedback on tasks completed with detailed written explanations and some accompanying video instructions but more importantly, it sets work in response to the level of challenge each individual child requires.

Whilst we advocate the use of online programmes for much of our homework, we do insist that all **writing** homework is completed on paper. This is to allow children to continue to build on their early fine motor development and letter formation from Pre and Lower Prep and also to ensure the fluidity of the writing process is not lost to technical challenges. Children are more likely to forget to use the correct punctuation when typing a longer text as opposed to hand writing it.

The Homework Schedule

Homework will usually be set in accordance with the following schedule, although a certain amount of discretion is required and teachers might feel the need to amend the schedule occasionally.

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Homework across WGS 2024-2025					
	Monday	Tuesday	Wednesday	Thursday	Friday
Pre Prep	Check Peek at the Week for discussion points with children, Tapestry posts for show & share and action points from reports				
Reception	Reading tasks Handwriting (Sp,Su)	Reading tasks	Reading tasks Handwriting (Sp,Su)	Reading tasks	-
Year 1	Half termly homework grid Set Mon - Due Mon				
Year 2	Maths, English or Topic, Spellings (set on Monday, due back following Monday)				
Year 3	Maths (Doodle Maths / written Maths + TTRS) Set Mon - Due Wed	English Set Tues - Due Thurs		Topic task Set Thurs - Due Mon	Spellings Set Fri - Due Fri
Year 4	Maths (Atom) Set Mon - Due Wed	English (Atom) Alternate SPAG / comp Set Tues - Due Thurs	Bofa (summer)	Writing task - topic linked (handwritten) Set Thurs-Due Mon	Spellings Set Fri - Due Fri
Year 5	Maths (Atom) Set Mon - Due Wed	English (Atom) Alternate SPAG / comp Set Tues - Due Thurs	VR&NVR (Atom) (spr / sum) Set Wed - Due Fri	Writing task (handwritten) Set Thurs-Due Mon	Spellings / sentences Set Fri - Due Fri
Year 6 Aut	Maths (Atom) Set Mon - Due Wed	English (Atom) Alternate SPAG / comp Set Tues - Due Thurs	VR&NVR (Atom)	Writing task (handwritten) Set Thurs-Due Mon Maths paper Set Thurs - Due Thurs	Spellings / sentences Set Fri - Due Fri
Year 6 Spr 1	Specialist HW only Set in lesson - week to complete				
Year 6 Spr 2 & Sum	Maths (Atom) Set Mon - Due Wed	English (Atom) Alternate SPAG / comp Set Tues - Due Thurs	Specialist written HW (set in lesson - week to complete)	Life Lab (Spr / Sum) / PSHE & Show prep (Sum)	Spellings / sentences Set Wed - Due Wed

Homework Timings

In Lower Prep, children should not be spending more than approximately 25 minutes on each

homework task. In Year 1, the children may only have the concentration to complete 15 minutes worth of homework. We encourage parents to only persevere with homework if it is a 'teachable moment'. We do not want children to switch off from homework tasks by attempting to complete things at times which are not conducive to learning. Please discuss this with the class teacher.

In Upper Prep, the expectation is that each homework task should take between 30-40 minutes to complete. As the pupils approach 11+ exams the amount of homework may increase. Pupils may be asked to complete a practice paper independently and to a specific time and parents are asked to encourage these good habits.

Homework Expectations

Homework set by the school is to be prioritised over that set by others (for example, a private tutor). Where a pupil is unable to complete the homework as expected they may be asked to do it during a break time unless we have had communication from home.

Homework will not be set if your child is absent due to holidays taken during term time. However, children in year groups using Google Classroom will still be able to access homework via this platform.

Homework may be completed at school if a pupil attends After School club but please note this is not 1:1 supervision, and it is possible that a pupil may still need to do some work at home.

Parents are encouraged to give guidance, encouragement and support to their children but not complete work for them. Any difficulties or concerns about any aspect of the homework set should be communicated via the reading record, Google classroom or to the class teacher in person or by email – we do not want the children (or parents) to be struggling for hours with homework.

Homework is a key part of our Home-School Agreement and we thank parents for all their support with homework tasks set, our expectations and all communication around homework tasks.