



Wakefield Grammar Pre-Preparatory School

Document Reference	Homework Policy
Version Number	V1.02
Author / Lead Job Title	Emma Gill WGPPS Head
Consultation	Lynne Butler, WGPPS Deputy Head. Director of Finance and Operations
Checker Person Name / Title Quality Assurance	Penny Plumpton, Governor
Name of Approver / Committee Date Approved	GEC 31.08.2023 (Full Governing Board)
Date of Next Review (Annual)	June 2024

VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.

CHANGE RECORD - REVIEW PERIOD ANNUALLY

Version	Date	Change details
V1.00	May 2021	Created, Emma Gill, WGPPS Head
V1.01	Oct 2022	Reviewed, Emma Gill, WGPPS Head
V1.02	June 2023	Reviewed and updated, Emma Gill, WGPPS Head

To be published on the following:

Staff shared	X	School website	X	ISI Portal	X
---------------------	----------	-----------------------	----------	-------------------	----------

WGPPS Homework Policy

1. Introduction

Homework is anything that children do outside the normal school day, which contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

2. Purpose

Homework is an important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of WGPPS is for children to develop as independent learners. We believe that homework is one of the ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs, organisations and hobbies that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the fullest only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future.

3. Homework Activities

We set a variety of homework activities. From FS1-Year 2, we encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child.

We also ask Key Stage 1 children to learn spellings or mathematical tables as part of their homework. In Year 1 reading comprehensions may be set. In Year 2 more formal work in Maths may be set as well as weekly reading comprehensions. If a teacher recognises that a child needs more support, a concept revisiting or is introducing a new area of maths, specific homework around this may be sent home.

If a child is also having additional support from learning support homework may be set by them. Additional support such as Toe by Toe (reading) or TRUGS activities (teaching reading through games) may be sent home.

Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, we ask children to bring photos and artefacts to illustrate Science, History and Geography topics. Sometimes we ask children to find and collect things that we can use in lessons to support their learning. We also give children a termly 'menu' relating to their topic from which they can choose to complete activities. This is optional but offers the children a way of deepening their knowledge and understanding of a concept or theme. The learning completed can be returned at any point during the term in which the topic is being studied.

All children have a '95 things to do at WGPPS' scrapbook to work through which is divided into two distinct booklets.

- 45 things to do in EYFS (which the children have two years to complete)
- 50 things to do in KS1 (which the children have two years to complete)

These scrapbooks can be worked through at home during weekends and holidays and include family activities like watching a sunrise, flying a kite and making a snowman.

Example of termly topic menu:

**Wakefield Grammar Pre-Preparatory School
Homework Topic Menu**

Year: 2

Term: Autumn 1

Theme: Land and Sea

Regular Weekly Homework: Reading, Spellings			
Log on to: Bug club, Athletics			
Homework Menu: Choose a few of these homework ideas to complete over the term. Try and select homework from a different row each time. If you have a different idea for presenting your learning, that is fine - we want to see your creativity! Each time you have completed an activity, please bring it in to share with the class.			
Areas in which the children need more practice	Children are struggling with knowing where apostrophes go in contractions. Have a look at the following at home: https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt https://www.youtube.com/watch?v=sueh1OKXp78		
English			Create a poster about plastic pollution and what we can do to help sea creatures
Maths	Create a poster which informs your teacher about everything you know about place value	Generate 10 two or 3 digit numbers and then split them into a place value chart	How many different ways can you show these numbers: 65, 99, 267 and 472. You can use a place value chart, draw it pictorially, or create number sentences.

Science	Revisit the water cycle - can you present this in a creative way - ie a video, a powerpoint presentation, an animation		
Creative arts/Topic	Re-create the Titanic in whatever medium you want - this may be a lego model, a jigsaw puzzle, a painting	Do a comic strip of the events leading up to the sinking of the Titanic	
PSHE/ British Values/ Philosophy	Can you create a recipe for how to be a good friend?	Write 2 sentences to explain why 'kindness' is important	Talking homework - discuss with your family "Is it better to be rich or happy?"

4. Inclusion and homework

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Support Plans (ISPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

5. Amount of homework;

We increase the amount of homework that we give the children as they move through the school. We expect children to spend approximately 2 hours a week doing homework, this includes 15 minutes daily reading.

Year group	FS1	FS2	Year 1	Year 2
Time	15-20 mins a day	15-20 mins a day	20-30 mins a day	20-30 mins a day
Ongoing Activities which will support your child	Reading with your child, recapping shapes, colours, counting, phoneme recognition	Reading with your child, recapping shapes, colours, counting, phoneme recognition, coin recognition, counting forwards and backwards	Reading with your child, recapping shapes, colours, counting, phoneme recognition, coin recognition, counting forwards and backwards, counting in 2s, 5s, 10s, writing a sentence	Practising spellings Reading and discussing the text Telling the time, giving change from money
Suggested online activities	Number blocks Alpha blocks https://home.oxfordowl.co.uk/reading/free-ebooks/ (TV licence required)	https://home.oxfordowl.co.uk/reading/free-ebooks/ (TV licence required) https://www.teachyo	https://home.oxfordowl.co.uk/reading/free-ebooks/ (TV licence required) https://www.teachyo	https://home.oxfordowl.co.uk/reading/free-ebooks/ (TV licence required) https://www.teachyo

	licence required) https://www.teachyourmonstertoread.com/ (The computer version is free, the APP sometimes is or there is often a cost)	ourmonstertoread.com/ (The computer version is free, the APP sometimes is free but there is often a cost)	ourmonstertoread.com/ (The computer version is free, the APP sometimes is free but there is often a cost)	ourmonstertoread.com/ (The computer version is free, the APP sometimes is free but there is often a cost)
Subscription online activities which your child has access to (logins are recorded in their organiser)			www.timestablerockstars.co.uk	www.timestablerockstars.co.uk

If children also want to read as part of their time in Morning or After School Care, or to practise spellings etc., or to address a particular misunderstanding, this can be done if there is an adult available.

On a Thursday (before and after school) and on a Friday (before school) Mrs Horsfield will also be running a reading group - children will be invited to this, as identified by their teacher.

TAs and teachers will go through homework and address misconceptions or support children with completing homework (if time allows).

6. Organisation

Reading Record: Pupils in all year groups will be issued with an organiser which includes a reading record - this should be used for all home/school communication with regards to reading. These play a key role in home/school communication, should be looked after carefully and need to come to school on a daily basis. Parents are asked to sign the reading record and add a comment each time their child reads at home. Staff will do the same at school.

7. Use of Information Technology

The use of computers/laptops and tablet computers in education is developing at a rapid rate. Pupils use IT to support and enhance learning during the school day. Homework will also at times be IT based on Bug Club, Purple Mash to name a few examples.

8. Holiday Homework

Is not set in the main and is only given to pupils requiring additional assistance and revision of concepts however reading should still take place.

9. Role of Pupil

- To have organisers in school every day
- To read frequently at home

- Practise key spellings at home
- Complete maths/topic work as set

10. Role of Class Teacher

- To ensure homework is purposeful, varied and links into the curriculum
- To ensure the amount of homework set is manageable and in line with homework timetable
- To give pupils sufficient time to complete tasks set
- To give clear instructions to pupils/parents regarding amount of time to be spent on homework, when it is due and how it is to be collected with plenty of opportunities to discuss tasks and clarify expectations
- To ensure homework is set consistently across classes
- To give extensions if there is a valid reason
- To mark homework promptly and give feedback to pupils

11. Role of Parents

We see parental assistance as vital in helping children to gain important skills. A few minutes a day spent with a child in shared or paired reading or playing number games related to tables is invaluable.

- Check and use school organiser as means of communication between school and home
 - Use the information within the organiser as a support/prompt for discussing homework
 - Contact the class teacher if you are unsure about homework tasks or the method used
 - Provide a suitable place in which pupils can do their homework (e.g. calm & unhurried atmosphere)
 - Give guidance and support where possible
 - Making it clear to pupils that they value the homework process and support the school in explaining how it can help their learning
 - Encourage pupils and praise where merited
 - Ensure work is completed to a high standard
 - To ensure homework is stopped within the suggested time even if it has not been completed
 - To ask staff if you feel more support is needed or you would like additional learning at home to reinforce a concept
- Parents will be asked to sign to say they have read, understood and will support with implementation the policy.

Homework may be set after absence, dependent on the length of absence and whether the learning gap needs to be addressed in school.

12. Role of Deputy Head

- To ensure homework is part of schools overall strategy for Teaching and Learning
- To ensure consistency of approach throughout school
- To meet and talk to parents when appropriate
- To discuss with staff how far the policy is being successfully implemented
- Inform new parents to the school of the homework arrangements at relevant meetings

13. Monitoring and Evaluation

This policy will be reviewed in the following ways:

- By staff through the weekly planning meetings
- By parents through parents' evenings
- Through feedback from children through pupil interviews and school council meetings

The Deputy Head is responsible for coordinating and monitoring the implementation of this policy. We allocate special time for this vital task. The coordinator uses this time to inspect samples of the children's work and of the teachers' planning.

This policy will be reviewed in line with the WGPPS policy review schedule.