



Wakefield Grammar School Foundation

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V1.00	Dec 2024	Individual school policies merged and rewritten to create 1 policy across the Foundation

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WGSF Homework Policy

1. Introduction and Overview

This policy provides details about the homework arrangements at all key stages in WGSF.

Homework is an important and integral part of a child's education and can add much to a child's development and plays a positive role in raising a child's level of attainment. It is also an important way of establishing a successful dialogue between teachers and parents. Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school.

Homework should be an extension of learning and not simply an 'add-on' task. Homework is an important part of a pupil's development towards independent learning by independent study and is a skill for life. Independent learners are successful and can make informed personal choices about their future.

Homework also targets and consolidates skills, extends knowledge through research and wider reading, can help establish good work habits, is an evaluative tool for teaching and assessment of progress and understanding, and reinforces the partnership between school, parents and pupils.

WGSF acknowledges 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. 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.

Related policies:

Teaching and Learning Policies
Marking and Assessment Policies
WGPPS Feedback Policy

2. Policy Aims and Objectives

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 and further depth for older children
- 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

For children from Year 3 onwards, the following aims and objectives include:

- Homework tasks should be meaningful and more skills-based than content-based
- Time allocations must be adhered to
- No homework should be set over the Holidays unless it is for GCSE or A level students
- The Homework Policy should be embedded within Departmental Schemes of Work.
- There should be parity between each pupil's experience of homework, regardless of their option choices.
- All Homework from Year 7 onwards should be set via Firefly, including full details of the task and the related expectations.

3. Homework Activities / Tasks

FS1-Year 2

A variety of homework activities are set and children are encouraged to read by giving them books to take home to read with their parents. Guidance and information is given to parents to help them achieve the maximum benefit from this time spent reading with their child.

Key Stage 1 children are asked to learn spellings or mathematical tables as part of their homework. In Year 1, reading comprehensions will be set when the children are ready for these. In Year 1 there are also specific maths activities shared with parents to support their child if they would like to do these.

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.

Children in Year 1 and 2 will be sent home spellings to learn each week.

All children are encouraged to read for 10-15 mins each night.

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 children are asked to talk about a topic (see Appendix 1) at home prior to studying it in school e.g. children may be asked to bring in photos and artefacts to illustrate Science, History and Geography topics. Sometimes children are asked to find and collect things that can be used in lessons to support their learning. Children are also given 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 in a 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.

Year 3 - 11

Teachers ensure that a variety of tasks are set for home learning. Departments should discuss suitable homework topics and activities. Tasks should meet the learning needs of all pupils. Subject teachers and Learning Support/EAL teachers will work together for specific groups and pupils.

Homework tasks should be meaningful and develop naturally from classroom activity and schemes of work. They should cover a range of skills, including research and retrieval, note-taking, summarising, drafting, use of evidence, collecting information, revision, rote learning, presenting information, making and creating ICT, problem solving and evaluation.

Whilst not all subjects lend themselves to all of the above, the complete range of skills would be covered by the whole curriculum in a co-ordinated and systematic approach. Homework will lead to a range of outcomes, including written and presentational work, oral feedback, reading and learning.

Some lesson time may be spent reviewing homework to reinforce its importance as well as the learning outcomes from it; this may include some peer and self-assessment appropriate to the task.

The effective use of 'Flipped Learning' (learning material before class) can make homework more meaningful and aids the development of research skills and independent study.

Teachers should, as far as possible, avoid setting homework which is finishing off tasks of work which should have been completed in the lesson. This does not provide stretch and challenge to the most able pupils and encourages them to rush work in lessons to avoid doing it at home.

5. Inclusion and homework

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.

6. The Organisation of Homework

FS1 - Year 2 pupils will be issued with an organiser which includes a reading record. This should be used, and play a key role, for all home/school communication with regards to reading. These 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.

Year 3-6 pupils will be provided with a reading record book and/or a homework diary. For those pupils who use them, these play a key role in home/school communication, should be looked after carefully and need to come to school on a daily basis. Pupils, parents and school use them to keep track of homework expectations, but also for reminders.

Year 3-9 pupils will be set homework as per the homework timetable (issued at the start of the academic year and available on FireFly) across these year groups. Homework has been spread throughout the week and weekend load has been taken into consideration to ensure balance is appropriate.

Years 7-11 pupils should be set homework via Firefly and instructions should be clear as to the task set and the arrangements and timing of its collection. Homework should not normally be set for submission the following day. The Firefly task will often reference a task which is on the class's Google Classroom but Firefly is the tool by which homework is set. Marks should be uploaded to the task on FireFly so they can be seen by parents. While it is acknowledged that this can be onerous for teachers with lots of classes, departments must set out a minimum number of feedback points each half-term so parents can clearly see the standard of their child's work.

Staff must record each homework, and any assessment arising from them, in their mark books, in accordance with Marking Policies. These will be increasingly digital in practice.

7. The Amount of homework

The amount of homework is increased for pupils as they move through school. The tables below show the expectation across the year groups.

FS1 - Year 2

Children are expected 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/fr	https://home.oxfordowl.co.uk/reading/fr-ee-ebooks/ (TV licence required)	https://home.oxfordowl.co.uk/reading/fr-ee-ebooks/ (TV licence required)	https://home.oxfordowl.co.uk/reading/fr-ee-ebooks/ (TV licence required)

	ee-ebooks/ (TV licence required) https://www.teachyoursurmonstertoread.com/ (The computer version is free, the APP sometimes is or there is often a cost)	https://www.teachyoursurmonstertoread.com/ (The computer version is free, the APP sometimes is free but there is often a cost)	https://www.teachyoursurmonstertoread.com/ (The computer version is free, the APP sometimes is free but there is often a cost)	https://www.teachyoursurmonstertoread.com/ (The computer version is free, the APP sometimes is free but there is often a cost)
Subscription on 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, practice spellings or to address a particular misunderstanding etc. as part of their time in Morning or After School Care, this can be done if there is an adult available. Teaching Assistants and teachers will go through homework and address misconceptions or support children with completing homework (if time allows).

A reading group will also run weekly (after school) for children in Year 2 who have been identified by their teacher. These children will be invited to this group.

Year 3 - 13

Year 3	20-30 minutes on 3 nights per week and 30–40 minutes at weekend
Year 4	30-45 minutes on 3 nights per week and 40–50 minutes at weekend
Year 5	45-60 minutes on 2 nights per week and 50 – 60 minutes at weekend
Year 6	45-60 minutes on 2 nights per week and 60–75 minutes at weekend
Years 7 and 8	30 minutes per subject per night (1 hour) apart from DT (40 mins) once a fortnight.
Year 9	30 minutes per subject per night (1.5 hours) apart from DT (40 mins) once a fortnight.

Years 10 and 11	<p>1.5 to 2.5 hours per day - at staff discretion</p> <p>This includes the time spent on GCSE coursework.</p> <p>Each subject should seek to set the equivalent of approximately 1 hour per week - this may for example take the form of 3 x 40 minute tasks, or 4 x 30 minute tasks etc. over a two-week period.</p>
Years 12 and 13	<p>Approximately 5 hours per subject per week (depending on the pupil's individual programme).</p>

All homework must be completed by the deadlines set. Sanctions can be applied where this is not the case. In addition to the above, Y3 - Y6 are expected to read aloud to an adult daily. They should also practise their spellings and multiplication tables regularly throughout the week, enabling them to complete weekly spelling and multiplication tables tests to the best of their ability.

If a pupil is finding completion of tasks difficult in the time frames outlined above, arrangements can be made to shorten or otherwise modify homework to ensure maximum time is not exceeded. If a pupil has significant extracurricular activities on a particular week e.g. Recitals, numerous fixtures, etc. parents/carers can inform the teacher and modifications can be made to their homework timetable.

8. Roles and responsibilities

8.1 Role of Pupil

- EYFS - Year 2 pupils to have organisers in school every day, read frequently at home, practise key spellings at home and complete maths/topic work as set
- Year 3-6 pupils to write down homework when set and note when due
- Year 7-13 pupils to follow homework tasks set on FireFly and mark when done on FireFly
- All pupils should endeavour to produce work which is of a high quality.
- All pupils to ask for clarification if unclear about homework

8.2 Role of Class / Set 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.

8.3 Role of Parents

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

- For EYFS-Year2:
 - check and use school organiser as means of communication between school and home and 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;
 - 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 that they have read, understood and will support their child with implementing this policy.

- For Years 3-6:
 - check and use the agreed means of communication between home and school (e.g. homework diary, reading record or Firefly).

- For all pupils:
 - provide a suitable place in which pupils can do their homework (e.g. calm & unhurried atmosphere);
 - give guidance and support where possible but inform teachers of problematic mistakes;
 - make 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 by the pupil, leaving mistakes and errors present so as to inform future teaching and provide a clear indication of student understanding;
 - ensure homework is stopped within the suggested time even if it has not been completed.
 - ensure work is completed to a high standard.

9. Monitoring and Evaluation

This policy will be reviewed by:

- staff through the weekly planning meetings and inspecting children's work
- parents through parents' evenings
- children through feedback in pupil interviews and school council meetings

Appendix 1 - Example of Termly topic menu - Year 2

Homework Topic Menu

Year: 2

Term: Autumn 1

Theme: Land and Sea

<p>Regular Weekly Homework: Reading, Spellings</p> <p>Log on to: Bug club, Mathletics</p> <p>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.</p>			
<p>Areas in which the children need more practice</p>	<p>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</p>		
<p>English</p>			<p>Create a poster about plastic pollution and what we can do to help sea creatures</p>
<p>Maths</p>	<p>Create a poster which informs your teacher about everything you know about place value</p>	<p>Generate 10 two or 3 digit numbers and then split them into a place value chart</p>	<p>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.</p>
<p>Science</p>	<p>Revisit the water cycle - can you present this in a creative way - ie a video, a powerpoint presentation, an animation</p>		
<p>Creative arts/Topic</p>	<p>Re-create the Titanic in whatever medium you want - this may be a lego model, a jigsaw puzzle, a painting</p>	<p>Do a comic strip of the events leading up to the sinking of the Titanic</p>	
<p>PSHE/ British Values/ Philosophy</p>	<p>Can you create a recipe for how to be a good friend?</p>	<p>Write 2 sentences to explain why 'kindness' is important</p>	<p>Talking homework - discuss with your family "Is it better to be rich or happy?"</p>

