



Watermoor C of E Primary School

Homework Policy



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Signed by:

Headteacher

Date: 11.09.2024

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Statement of intent

At Watermoor C of E Primary School, we believe that homework plays an important role in supporting children's learning and development. It reinforces classroom learning, helps to build positive study habits, and encourages responsibility and independence. Our homework policy is designed to be age-appropriate, manageable, and to support the key skills that children need to succeed.

Our vision is 'The smallest of seeds grow and become the largest of plants.' Our school vision is underpinned by the parable of the mustard seed; our Christian values and ethos will help children to develop resilience, growth mind-set and a positive attitude to learning in order that they reach their fullest potential.

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree." (Mark 30-32)

This policy aims to ensure that homework:

- Enables children to foster fluency and enjoyment in reading
- Reinforces previously taught learning, rather than introduces new content or material
- Supports pupils' retrieval of key knowledge and skills
- Is manageable in quantity and frequency for families
- Empowers children to be independent, conscientious and resilient learners
- Prepares children for their future transition to secondary education



1. Legal framework

The Department for Education empowers schools to decide their own homework policies, based on their own individual contexts and the needs of their children.

The EEF conducted research into the impact of homework and found that it has a positive impact in both primary and secondary schools <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

The impact was found to be greater when:

- homework links directly to what has been taught in class
- the tasks set are shorter in duration
- children are given feedback on the homework they complete when appropriate

The policy is implemented in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The Headteacher is responsible for:

- Ensuring that this policy is implemented consistently
- Monitoring the impact upon pupils' learning and progress
- Balancing the need to provide homework and the demand on children, families and staff
- Reviewing this policy to ensure that practice across the school remains effective and consistent

Subject leaders are responsible for:

- Ensuring all staff know if, how and when to set homework within their subject
- Monitoring the impact of this policy within their subject and reporting to the Headteacher.
- Answering any queries that teaching staff have in regards to the policy within the context of their subject

Teachers are responsible for:

- Ensuring that they adopt this policy in full when setting homework
- Monitoring the learning of all pupils within their class to ensure they are making good progress
- Communicate effectively with children, parents and carers with regard to expectations, timescales and any feedback on the work set
- Allowing pupils to ask questions in regard to any feedback they have received
- Analysing the impact of set work for ongoing formative assessment (How well did my pupils understand this? Do I need to make any adaptations to my teaching? Have I identified a gap which needs to be addressed?) and take action as required

Teaching Assistants are responsible for:

- Ensuring that they adopt this policy in full when supporting the teacher in preparing and setting homework

- Ensuring that pupils understand what they need to do
- Allowing pupils to ask questions in regard to any feedback they have received
- Updating teachers regarding individual pupil needs, progress and the impact of any feedback given







3. Expectations

Reading

Reading is a vital skill that underpins all areas of learning. To foster a love for reading and improve literacy, we expect all children from Reception to Year 6 to read **at least three times per week** at home. This can be done with parents, carers, or independently, depending on the child's reading level.

Children should be read to and supported as they begin learning to read on their own. Parents are invited to attend a phonics workshop when their child enters Reception to learn how to support their child to read using their phonic knowledge. More information about our phonics approach can be found on our website: <https://www.watermoorprimary-dgat.org.uk/phonicsandearlyreading>

As children grow more independent in their reading, children may prefer to read on their own, while still benefiting from regular discussions about their books with an adult. Parents/carers are encouraged to ask some comprehension questions which reflect our 'VIPERS' approach:

<p>READING VIPERS</p> <p>Vocabulary </p> <p>Find and explain meaning of words in context</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>READING VIPERS</p> <p>Infer </p> <p>Make and justify inferences using evidence from the text.</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? • How do the descriptions of show... • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was ... thinking when..... • Who is telling the story? 	<p>READING VIPERS</p> <p>Predict </p> <p>Predict what might happen from the details given and implied</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? • What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Explain your answer using evidence from the text.
<p>READING VIPERS</p> <p>Explain </p> <p>Explain how content is related and contributes to the meaning</p> <ul style="list-style-type: none"> • Explain how meaning is enhanced through choice of language. • Explain the themes and patterns that develop across the text. • Explain how information contributes to the overall experience. • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does ... have on the audience? • How does the author engage the reader here? • Which words and phrases did ... effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>READING VIPERS</p> <p>Retrieve </p> <p>Retrieve and record information and identify key details.</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does... do? • How ... to ...? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>READING VIPERS</p> <p>Sequence </p> <p>Sequence the key events in the text</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Each child will have a reading diary which needs to be signed after each reading session. This does not need to be a labour-intensive task; please see an example below:

Date	Book title and page number	Comments
12.09/24	The Magic key up to p.7	super reading 😊

Teachers will check these diaries regularly to monitor progress and offer support where needed. Therefore, please ensure your child's reading diary comes to school every day in their bag.

Growing Great Readers

The numbers of reads a child completes each week is calculated every Friday and added to a class total. Children work towards a whole-class reward, which they receive when they reach 500 reads.

Here are just some of our super Growing Great Readers class rewards so far:



Oxford Owl

To support your child with reading in Pixies (Reception) and Fawns (Year 1), you will also be able to access online books using Oxford Owl. Your child's class teacher has assigned a book to read each week alongside many other books to explore. Follow the link to login here: [Oxford Owl](#)

Accelerated Reader

From Year 2 onwards, every book that your child brings home has been matched to a quiz on an online platform called 'Accelerated Reader' (AR). Your child should complete the quiz when they have finished reading their book.

Your child's AR login will be in the front of their reading diary. You can login here: [Accelerated Reader](#)

Spellings

Spelling is an essential aspect of children's literacy development. From Year 2 onwards, children will receive a list of weekly spellings based on phonics or spellings patterns being taught in class.

Spellings will be given out every **Monday** and children are expected to practice their spellings at

home throughout the week.

Spelling tests will take place every **Monday** with results shared with children individually to encourage progress and celebrate success.

Children are encouraged to practise their spellings in a variety of ways that are enjoyable to them. Your child may like to select an approach from the Spelling Menu (see Appendix 2).

Maths

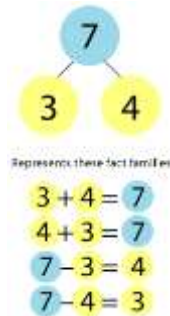
In Reception and Key Stage 1 (Year 1 and Year 2), children can access a fun online game called Numbots, which helps them to recall their number bonds.

Number bonds are a fundamental building block to children's mathematical fluency. The image on the right is an example.

We recommend that children practise their number bonds using Numbots at least 3 times per week.

Your child's Numbots login is found on the inside cover of their reading diary.

You can login here: [Numbots](#)



Times Table Rock Stars (TTRS)

From Year 2 onwards, children can access the online platform TTRS to practise their times tables. This helps to build children's speed and recall which is vital as the demands of the maths curriculum increase as they move into Key Stage 2 (Y3+). Children practise multiplication and division using the challenges set by the class teacher.

Children are tested on their multiplication recall in the national MTC (multiplication tables check) at the end of Y4. Information about this check is shared with parents/carers of children in Y4. Children in Y4 will also be given specific times tables to practise at home.

Your child's TTRS login is in the front of their reading diary.

You can login here: [Times Tables Rock Stars](#)

How Have We Grown?

We celebrate children's progress and achievements in Accelerated Reader, Numbots and Times Table Rock Stars in a termly 'How Have We Grown?' worship. Children might feature on one of several leaderboards, for example for completing the most quizzes on AR.

Other Homework

Occasionally, there may be optional opportunities for children to undertake a home learning project as part of their learning in the wider curriculum. Information will be shared with parents/carers by the class teacher in advance of any project-based home learning being set.

4. Working in Partnership

We understand that children benefit from a strong partnership between school and home. Parents and carers are encouraged to support their children's learning by providing a quiet space for homework, discussing reading, and helping with spellings where appropriate. If any child is struggling with their homework, we ask parents to contact the class teacher so we can offer additional support.

Expectations

We expect all children to make a consistent effort to complete their homework to the best of their ability. We recognize that some children may need extra support or flexibility. If there are any concerns about the amount or type of homework, parents are encouraged to speak with the teacher.

By working together, we aim to help every child succeed and develop a lifelong love of learning.

5. Monitoring and Review

This policy is reviewed bi-annually by the headteacher. Any changes or amendments to this policy will be communicated to all staff members by the headteacher.




Appendix I

Table outlining homework expectations across the school:

	Reading (please write in your child's reading diary when they have read)	Spelling (tests on a Monday)	Maths	Other
Reception	At least 3 times per week (hard copy book or Oxford Owl)		Numbots Suggested 5 mins 3 x per week	
Year 1	At least 3 times per week (hard copy book or Oxford Owl)		Numbots Suggested 5 mins 3 x per week	
Year 2	At least 3 times per week Complete AR quiz after completing each book	Practise spellings at home Suggested 5 mins 3 x per week	Numbots Suggested 5 mins 3 x per week	
Year 3	At least 3 times per week Complete AR quiz after completing each book	Practise spellings at home Suggested 5 mins 3 x per week	TTRS Suggested 5 mins 3 x per week	
Year 4	At least 3 times per week Complete AR quiz after completing each book	Practise spellings at home Suggested 5 mins 3 x per week	TTRS Suggested 5 mins 3 x per week	Additional times tables practice ahead of MTC (multiplication tables check)
Year 5	At least 3 times per week Complete AR quiz after completing each book	Practise spellings at home Suggested 5 mins 3 x per week	TTRS Suggested 5 mins 3 x per week	
Year 6	At least 3 times per week Complete AR quiz after completing each book	Practise spellings at home Suggested 5 mins 3 x per week	TTRS Suggested 5 mins 3 x per week	Additional practice where required ahead of KS2 SATS

Appendix 2 – Spelling Menu

SPELLING MENU

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p style="text-align: center;">s sp spe spel spell spelli spellin spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 