

Worlingham CEVC Primary School



HOMWORK POLICY

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

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School No. 935 3111

Date approved:	28.04.2026
Name of Committee:	Curriculum and Ethos
Chair of Committee signature:	Mr Peter Hobbs
Date of next review:	Summer 2027

Worlingham CEVC Primary School

HOMEWORK POLICY

What are the aims of this policy?

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents/carers and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents/carers and children are fully aware of the role they play with regard to homework.

What is the purpose of homework?

- To provide an opportunity for pre-teaching of new ideas and concepts.
- To consolidate, reinforce and extend skills.
- To provide opportunities for parents/carers and children to work together.
- To allow parents/carers to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.

What is the role of the school?

- To provide parents/carers with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents/carers with information about homework.

What is the role of the teacher?

- To plan and set homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To mark homework.
- To be available to talk to parents/carers and children about homework.
- To inform parents/carers if there is a problem regarding homework.

What is the role of the parent?

- To support the child in completing homework.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework. (Please talk with the class teacher if you need resources).
- TO SIGN AND DATE THE READING RECORD EACH TIME THE CHILD READS.

What is the role of the child?

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set. (Encourage children to talk to a teacher if they don't understand).
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

HOMEWORK IN THE FOUNDATION STAGE

Reading

During the Reception Year, children are taught phonics daily using the Little Wandle scheme. The children are taught up to four sounds per week and will practise reading words that include the sounds that have been taught. They will also be provided with a book each week, that they will explore 2-3 times with an adult in school, and then it will be sent home on a Friday to be shared with parents/carers.

- Children reading to adults

When a child starts in September, they will be given a wordless book to explore with the adults in class, and with grown ups at home. Wordless books support a child to develop key early comprehension skills, enabling them to actively engage with a story by talking about what they can see, asking questions and predicting what might happen next. Once a child is confident to recognise the taught sounds, and can also use their phonic skills of decoding and blending to read some two and three letter words, they will be given a book with words to practise and develop their reading skills. Reading books will be sent home each Friday, and we encourage that children read with their parents/carers multiple times throughout the week, to support them with becoming confident and fluent readers. Please date and sign a child's reading record each time they have read.

- Adults reading to children

Parents/carers are encouraged to share and read books to their child, as it not only helps to create a love for reading, but it enables a child to learn new vocabulary, develop their listening skills, and also supports them to understand how to use expression whilst reading. Each week, every child will have the opportunity to have a library session, where they can choose a book to take home to read with their parents/carers. In addition to this, adults can point out print in the child's local environment and tell them what different words say, helping to spark interest and curiosity around reading.

High Frequency Words/Tricky Words

During the Reception Year, children are taught to read a range of Tricky Words as part of our Little Wandle Phonics scheme. Tricky Words are words that cannot be phonetically decoded and must be read on sight. Each week we will provide every child with a weekly 'Phonics Home Learning' sheet, stating which Tricky Words have been taught that week. Regularly practising reading the words on sight will help your child to become fluent with their reading. Once a child is confident to recognise the Tricky Words on sight, they will be encouraged to practise writing them from memory, so that they can use them when completing writing tasks.

Letter Formation

At the beginning of a child's first term in Reception, their class teacher will provide their parents/carers with a letter formation rhyme sheet that links to our school phonics scheme- Little Wandle. The sheet will show parents/carers the rhymes we use and how we teach their child to form letters correctly by starting and finishing each letter in the correct place. We also provide each child with a weekly 'Phonics Home Learning' sheet, that enables them to correctly practise forming the letters/sounds that we have learnt that week in school. In addition to this, we provide parents/carers with a range of fine motor activities that can be carried out at home, to enable them to support their child with developing and strengthening their fine motor skills, in turn, supporting with letter formation and writing.

Mathematics

At the beginning of a child's first term in Reception, they will be given number cards that focus on recognising the numbers 0-20 on sight, in any order. Once a child is confident to recognise the numbers 0-20 on sight, they will then practise writing the numbers using the correct formation. In addition to this, a child will have extra mini activities written on stickers in their reading records to support with their current mathematics learning. For example, addition/subtraction number sentences, the doubles up to 10, and odd and even number activities.

HOMEWORK IN KEY STAGE 1

How much time should be spent on homework?

Year 1/2	10 minutes reading daily. Weekly spellings.
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For children in KS1 we encourage parents/carers to work together with their child to support them with their homework. The emphasis remains on English and reading in particular but we include ways in which children can be supported with important Maths and related topic work.

What type of work will my child get?

Reading

Reading on a regular basis is vital when children are in Years One and Two. Children will bring their reading book home every evening and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what has been read. Children will have a reading record which parents/carers should sign, date and comment in each time they read with the child. Research has shown that talking and discussing books is important too. Children should be encouraged to read with prosody (expression) and re-read books to develop fluency.

High Frequency Words

Children will have daily phonics lessons throughout KS1 which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children will get weekly spellings that will reinforce what they have been learning in their phonics lessons.

Numeracy

There are important skills that children should have in place by the time they leave KS1 such as number bonds to 20 and 2x3x5x10x tables. Parents/carers can support their child by giving them lots of opportunities to practise these skills.

How can parents/carers find out more information about homework?

Each year group will inform the parents/carers about homework in the parent's meetings held at the beginning of the year. If parents/carers need advice on how to support their children with homework then they can talk to the class teacher.

What about children who don't complete homework?

The expectation is that children will complete homework. If children are having difficulties in completing tasks there will be liaison between home and school to see where support can be given. This could be through a different approach at home or by providing time and support within the school day by the class teacher or teaching assistant.

HOMWORK IN KEY STAGE 2

How much time should be spent on homework?

Year 3/4	Daily reading. Weekly Maths task. Weekly spellings. Weekly English task (Grammar, comprehension or writing) where appropriate. Topic based learning task.
Year 5/6	Daily reading. Weekly numeracy activity. Weekly spellings. Weekly comprehension task. Weekly Grammar to support the learning that has taken place in the curriculum.

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents/carers support their children but good habits of independent study should be encouraged. The main focus for homework in KS2 continues to be based around English and Maths however, children may be given more varied tasks in other areas of the curriculum. If required, children will be supported in school to complete homework. Liaison will take place between home and school to facilitate this.

What type of work will my child get?

Reading

Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children read texts that are more detailed and will take longer to read. They should be encouraged to discuss their texts and be able to answer questions e.g. "Why?" where an opinion is required. They should be encouraged to read all types of texts including non-fiction. Children in KS2 are responsible for filling in their reading record every day and making sure it is in school. Occasional book reviews are carried out. Again, please sign and date the reading record when you listen to your child read.

English

Children will be expected to learn spellings from memory. They may be asked to read something and answer questions. Sometimes the task will be a piece of writing.

Maths

This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work and learning tables.

The Home Learning Journal may also include a link to other curriculum areas, Science, Geography, History and so on. It could take many forms, preparing a talk, completing a piece of research or conducting an interview. The children may take part in a creative challenge linked to the topic. The nature of this work may be more open ended than in other areas and encourages independent learning. This work will be marked by the teacher to encourage and motivate the children.

WORLINGHAM CEVC PRIMARY SCHOOL

SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS

Throughout this policy runs our commitment to safeguarding the wellbeing of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The wellbeing and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum, children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.