



**West Kidlington**  
Primary & Nursery School

"Making our best  
even better"

# Homework Policy

ROLE	NAME	SIGNATURE
Principal	Simon Isherwood	<i>S. Isherwood</i>
Assistant Principal (i/c Safeguarding)	Clare Pike	<i>Clare Pike</i>
Chair of Governors	Charlotte Christie	<i>Charlotte Christie</i>

This policy was reviewed in April 2018.

The policy must be reviewed and updated every two years.

Homework is to be completed independently by children with the guidance of supportive adults in the home. If there is difficulty, please do not do it for them but let the class teacher know by writing a comment.

The purpose of homework is:

- to inform parents/carers of learning that's happened that week;
- to consolidate what has been taught that week in class and/or
- to create excitement about a new topic.

**On occasion** teachers may like to issue **topical / creative homework**. On these occasions, it will be in place of English and Maths - this style of homework had the most responses when the question of homework was raised with parents/carers in January 2018.

All homework is to be marked by the class teacher/TA/peer marked in-line with the school's marking policy (initialled by marker). If marked by a TA, feedback is to be given to class teacher. Additional comments and/or stickers/stamps may be used.

All homework will be issued on a Thursday and returned to school on a Tuesday to allow children and parents/carers sufficient time to ensure that it has been completed.

All homework will be sent home in a homework book and **NOT** loose sheets of paper. Late homework will not be marked - **late homework is anything handed in after Tuesday**. Any child who does not return their homework book will be given homework on a loose sheet (named) to be stuck in at home.

### Reception

- 4-5x a week **reading to a parent/carer**.
- **Tapestry informs parents/carers of next steps for children and gives daily updates on what their child needs to continue learning at home.**

### Year 1/2

- 4-5x a week **reading**.
- **Maths** - Consolidation of what has been taught in class e.g. a 'Do it' (Up to 5 questions).
- **English** - Continuation of what has been taught in class.
- **RWI Spellings** - To be learnt for a spelling check during that week with the addition of common exception words.
- **Weekly homework should last no more than 30 minutes.**

### Year 3/4

- 4-5x a week **reading lasting 15-20 minutes**.
- **Maths** - Consolidation of what has been taught in class e.g. a 'Do it' (Up to 5 questions).
- **English** - Continuing on from what has been taught in class.
- **RWI Spellings** - To be learnt for a spelling check fortnightly.
- **Weekly homework should last no more than 40 minutes.**

### Year 5/6

- 3+ x a week **reading** lasting for 30 minutes to encourage stamina.
- **Maths** - Consolidation of what has been taught in class e.g. a 'Do it' (Up to 5 questions).
- **English** - Continuing on from what has been taught in class.
- **WRI Spellings** - To be learnt for a spelling check fortnightly.
- *Year 6 to have additional weekly spellings when required.*
- **Weekly homework should last no more than 40 minutes.**

RMEasimaths/MyMaths can be sent home as maths homework.

It is vital that **ALL** year groups do this so that we demonstrate consistency throughout the school.

Homework is not for parents/carers to teach something new but is to consolidate previous learning. Parents can, if they choose to, take this learning on further.

There will be **NO** sanction for children not completing their homework. A termly certificate will be given to each child that completes their homework every week to be issued by the Principal - this includes children who have handed in homework late.

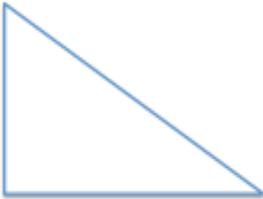
## Maths Homework Example

Below is an example of a 'Do It' taken from one of the week's lessons:

WALT: Identify obtuse angles in shapes. 15.03.18

### Do It

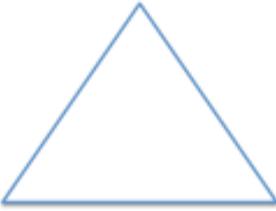
For each of the shapes below, **circle** the obtuse angles and **estimate** the size of each one.

Below is the edited version of this 'Do It' for homework:

## Maths Homework

For each of the shapes below, **circle** the obtuse angles and **estimate** the size of each one.

## English Homework Example

English homework could focus on grammar skills for writing or it could focus on the specific writing genre of the current unit.

Use slides and activities already prepared for the week and adapt them.

For example, this is a warm-up activity taken from a descriptive writing unit:

### Warm-Up

Use each of the nouns to write an expanded noun phrase which includes 2 adjectives and a prepositional phrase:

- Dragon
- Castle
- Ship

This is an edited version of the slide to be used as English homework:

## English Homework

Choose one of the nouns below:

- Dragon
- Castle
- Ship

Write a paragraph describing this noun.

Your paragraph should include at least 2 expanded noun phrases.

*Example of expanded noun phrase:*

The **dark, gloomy** cupboard **under the stairs**. (2 adjectives, noun, prepositional phrase)

This week we have started to study Dragons as part of our 'Beast' topic. We have also looked at time words to start our sentences. (Time Fronted Adverbials)

Please can you complete the following sentences using the list below.

\_\_\_\_\_ I saw the most incredible creature. It was a \_\_\_\_\_,  
 \_\_\_\_\_ and \_\_\_\_\_ dragon. \_\_\_\_\_ it flew high above  
 my garden. \_\_\_\_\_ it rested on the roof of my neighbour's house.  
 \_\_\_\_\_ it roared and growled louder than a lion.  
 \_\_\_\_\_ it flew off towards Oxford.

**Yesterday**  
**Then**  
**After that**  
**Finally**  
**First**

Can you add your own list of adjectives to describe the dragon?

This week we have been looking at measurement in maths. We have learned how to measure and compare length, mass, volume and temperature.

**Which is greater?** (Use <, > or =)

1ml	<input type="text"/>	1l
10cm	<input type="text"/>	10m
100cm	<input type="text"/>	1m
7kg	<input type="text"/>	70g
60cm	<input type="text"/>	sixty centimetres

Challenge Investigation:

Suzie says,

The taller you are, the longer your shoes are.



Suzie

**What unit would you use to measure...**

*(Circle the unit)*

- the mass of an egg? **g** or **kg**
- the length of the playground? **m** or **cm**
- how much water is in a swimming pool? **l** or **ml**
- how tall you are? **cm** or **m**

Measure the height of your family and friends and measure the length of their shoes.

Is Suzie correct?

*Record your results in your book.*