HOMEWORK POLICY

Our Vision:

We are committed to quality teaching and learning in a positive and compassionate Christian environment, where everyone is valued as an individual.
We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12).
We have high expectations of all, and strive to provide a safe, challenging and stimulating environment where everyone can flourish spiritually.

Our Values:

To ensure the highest standards of learning for all children, both at home and at school, these are met through our school values of:

- Respect – fostering strong and respectful links between a child's home environment and school.
- Compassion – by considering the needs of each child through the careful tailoring of home learning provision.
- Creation – creating positive and enriching opportunities and activities for children to complete at home.
- Perseverance – providing children with challenges that stimulate thinking and enquiry skills.
- Service – supporting parents and children with learning and experiences that extend beyond the school environment.

At Willaston Church of England Primary School we value partnership and welcome the support we receive from parents in all areas of school life.
Through our homework policy we aim to:

- Encourage further participation and strengthen this partnership.
- Support, motivate and inspire children to further develop their learning.
- Involve parents in their child's learning in order that they may support and reinforce it at home.
- Develop children's independence in preparation for life beyond primary school.

Teachers will give a clear indication of what and when homework will be given, at the start of the academic year.

Staff at Willaston CE Primary School value pupils of different abilities and ensure inclusion for all pupils in school. Staff will be constantly involved in the best ways to support the individual needs of all pupils through appropriate differentiation.

We value the rich learning experiences provided by parents at home and encourage and support parents to involve children in activities such as shopping, cookery, playing games and to see everyday life as giving valuable learning opportunities for children. Homework activities will therefore often be as practical as possible encouraging parents to learn together with their children. Visits and days out to areas of interest provide children with opportunities to learn more about the world around them.

Reading

From their first days in school, children are encouraged to read every day. A range of reading materials and genres is encouraged. Individual reading is recorded in a child's own reading record. As children progress through the school, they are expected to become more responsible for recording their own reading. Children are encouraged to record the texts they read in their coloured reading record log at least three times a week, with a maximum recording of five entries per week. We do however, encourage children to read as much as they can. A wide range of texts is encouraged, both fiction and non-fiction and should be suitably challenging. We recommend that by the time children reach Y6 they should be reading for at least 30 minutes every day. Children will progress through coloured reading logs – celebrating the end of each reading log with Mr Graham, before moving on to a new coloured log. This is an opportunity for both Mr Graham and our children to celebrate and talk about their reading journey.

Number bonds

We place great importance on children learning basic number bonds and encourage parents to practise times tables and number bonds with children at home through games and activities. Support for this can be found at www.primarygames.co.uk, www.teachingtables.co.uk, www.play.numbots.com and www.ttrockstars.com. If families are unable to access technology at home, we can provide hard copies for children to take home.

Phonics and Spelling

In Reception and Year 1, the children will receive a weekly phonics activity. This will help to practise and reinforce the phonemes and graphemes that the children are learning in school.

From Year 2 - 6 the children will be set spellings to practise at home. The lists will include either spelling patterns and rules; commonly misspelt words; or vocabulary words from the wider curriculum. Practising at home will consolidate the learning from spelling lessons in school. Spelling lessons incorporate phonics, spelling skills, word meaning and vocabulary acquisition.

We believe that a good knowledge of phonics, spelling patterns and vocabulary will enable children to become confident and fluent readers and writers.

Expectations in homework

We expect the following, compulsory tasks to be completed each week:

Reception	A daily reading book and sharing of books to encourage a love of reading. Phonics homework will reinforce the learning that has taken place from the previous week, plus weekly Numbots to support learning.
Years 1- 6	Daily reading and sharing of books/reading materials to encourage a love of reading, plus weekly Times Table Rockstar/Numbots, and spellings/phonics to support learning in the classroom. In addition to this, children may receive an additional task to help with their learning.

By Year 5 and 6, we encourage children to take responsibility for their own learning. Children will be remined throughout the week to complete homework at home.

If work is not completed at home children will be given opportunities to complete reading, spellings, and maths homework during school hours.

Children who consistently complete homework or go above and beyond with the homework they produce, will be recognised in line with our Behaviour Policy.

Changes to Homework Routines

There may be changes to the general routine of homework setting during holiday times and close to residential visits or drama productions when children are involved in other educational activities within school. If a child experiences any difficulties completing homework tasks, we ask that parents contact the class teacher through the usual communication means.

Inclusion Principles

As a Christian school we are committed to promoting respect, fairness and social inclusion. We ensure we comply with equalities legislation and the duty to promote the well-being of pupils (section 21 of the Education Act 2002, as amended by section 38 EIA 2006 and the Equality Act 2010) eliminating all

forms of discrimination, harassment, and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

Vulnerable pupils – such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children – receive support according to their needs. Children in all these groups can experience particular difficulties with, for example related to medical conditions, lack of understanding or trauma. All children in our school will receive appropriate support and help, both with in-school support, and with home learning activities.

Approved by Governors, March 2026



Signed by Chair of Governors