

Whitegate End Primary School and Nursery



Homework Policy

Responsible Person	Headteacher
Date reviewed	26.02.25
Next review	February 2027
Signed	Rob Hollingsworth

At Whitegate End, we create **emotionally resilient children** and staff with a range of academic and life skills. We prepare our children for life, not only the next stages of their education, and provide them with the tools to be **lifelong learners**.

Everyone **belongs**. The environment we create for each other is **safe** and gives us the opportunity to challenge each other's thinking and stand up for the things we feel passionate about.

We **thrive** when we go out into the ever-changing world and are proud of the **memories** that we create together

At Whitegate End Primary School and Nursery, we recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon and have an opportunity to play.

We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. swimming, dance, Beavers, Brownies, music lessons etc.

We believe that homework activities should be set but should not promote resentment, friction and conflict. Homework should be used to effectively consolidate and/or extend what is learned in school.

We provide all children with homework to enable them to practise skills and learning they have already done in school. Sometimes the aim is to repeat something done in class as a rehearsal exercise. At other times, the homework will ask children to apply their learning to a new context. At all times, however, children will not be given work to do at home that they have not learned in school.

Our Aims

We aim to provide opportunities for parents/carers to work alongside their child or children to support their learning in school. This is because we want to work as a partnership in your child's learning – school, the child and their parents working together to help your child to reach their potential.

We want the homework that we set to be seen as an opening to **Mastery** - practising skills and retrieving knowledge so that it becomes autonomous. There will be a focus on 'basic skills' and an expectation that all children will work towards meeting end of year expectations.

As guidance only, we suggest the following as good practice:

Nursery, Reception and Year 1 – to learn nursery rhymes, songs and read books together. Talk about the difference between pictures and words, titles, authors' names and predict what will happen next in the story. Read poems and rhymes and information books as well as stories. Children should work on their letter formation and recognising and spelling the relevant High Frequency words from their age phase. Once children can read, they should read their school book regularly with an adult, and hear adults read a range of different fiction and non-fiction.

Year 2, Year 3 and Year 4 – To read their school book or another book every day at home for around ten to twenty minutes. Discuss the way we read punctuation as well as words, how bold or italic words are read differently. Look for how advanced punctuation is used. For example, speech marks, brackets, commas, apostrophes etc. It is very important that adults discuss these things with their child as they are not likely to notice them on their own.

Reading a book repeatedly may seem like the children aren't making progress but that repetition will support the children to 'master' reading, whilst increasing their fluency.

Practise and learn all Spellings and Common Exception words appropriate for their age group. These will be sent home at the beginning of the year and will be available to download from your child's class page.

By year 2, all children need to learn their 2x, 5x and 10x tables fluently.

By year 3, all children need to continue to practise their 2x, 5x and 10x tables but to also learn their 3x, 4x, 6x, 7x, 8x and 9x tables.

By year 4, all children need to consolidate their times tables and improve the speed of their recall and learn what the corresponding division facts are. For example, $7 \times 6 = 42$. Also $42 = 7 \times 6$. The children will be given logins for Times Tables Rockstars, which will support them with this.

Additional Mathematics home learning may be provided by other online platforms such as ActiveLearn, which links to the work the children will be doing in their Mathematics sessions in school.

Year 5 and Year 6 – Many of the aspects of year 5 and 6's homework is in line with the homework for years 2 to 4 but it requires much more depth of study. Children will receive homework covering other areas of the curriculum and their work will begin to require more concentration and self-application. Reading should increase to include regular sustained periods so that children develop the habit of 'getting into a good book'. (Reading a few pages every few days inhibits this). Although fluent readers are likely to be reading independently by this age, parents/carers still need to hear them to read out loud to develop their fluency in harder text types. Developing readers will still need reading support on a daily basis.

Practise and learn all of the Spellings from the year 5 and 6 word list. These will be sent home at the beginning of the year and will be available to download from your child's class page.

In Maths, children will receive support work for the learning they are doing in class. Children may also receive practise test papers near the time of their SATs to help them become familiar with the test format. By year 5 and year 6, it is expected that all children should have fluent recall of their times tables and continue to build this by accessing Times Tables Rockstars. Children forget them if they are not used, so a regular (daily if possible) quick and short tables quiz would help your child retain what they have learned.

The children may also be provided with logins to other online platforms such as ActiveLearn and Learning By Questions, which links to the work the children will be doing in their Mathematics sessions in school.

Our staff hope that you can support us in getting the balance right. We want to work together with you to do help your child be the best they can possibly be and reach their full potential. If you have any concerns about the homework set, or, you feel that the homework is just right, please do come in and see your child's teacher at the door in the morning.