

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



HOMEWORK POLICY

Governor Committee Responsible:	General Purposes Committee
Policy Originator:	Sally Beardsley
Policy Adopted	Autumn term 2023
Reviewed	Spring term 2026
Next review	Spring term 2028

INTRODUCTION

We believe that education is a life-long process. Learning takes place all the time, not just within the classroom. At William Lilley we are determined that every child achieves their potential. We acknowledge that learning takes place all the time, it does not stay just within school time. Parents are their child's first teachers and to help your child be the best they can be it is vital that we work closely together.

Our homework policy identifies these core principles behind homework and our aims for homework for children within our school. It was created through consultation with parents, pupils, staff and Governors.

Within this policy 'homework' refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents and carers. The school will ensure that pupils' needs are taken into consideration when homework is set and ensure that parents/guardians have a clear understanding of the school's expectations about their involvement in homework. The school will also ensure that there is a consistent approach to the setting of homework.

FURTHER RESEARCH

Research from the Education Endowment Foundation (EEF) make recommendations for homework and in supporting parental engagement in their child's learning. Some of the key messages identified are:

- There is an established link between the home learning environment at all ages and children's performance at school
- Schools and parents have a shared priority to deliver the best outcomes for their children
- Provide practical strategies to support learning at home
- For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes
- Homework that is linked to classroom work tends to be more effective
- It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area)

AIMS OF HOMEWORK

Taking into account research and views of the school community, we see the purpose of homework:

- To provide regular, targeted practice in order to secure effective learning
- To consolidate, reinforce and rehearse skills and understanding particularly in Reading, Writing and Mathematics
- To further inspire pupils learning and development to secure future success
- To encourage pupils as they get older to develop the confidence and self-discipline to practice their skills and learn independently
- To provide opportunities for children and parents to share learning experiences
- To inform parents about work going on in class and extend school learning to improve the quality of learning
- To provide opportunities for parents, children and the school to work in partnership

HOMEWORK AT WILLIAM LILLEY INFANT AND NURSERY SCHOOL

Whilst we support all of the above key principles, William Lilley is not a school at which homework dominates home and school life. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.

At William Lilley we are determined that every child achieves their potential. In order to support every child, we work to provide fun, exciting and challenging learning opportunities in school. However, learning takes place all the time, it does not stay just within school time. As parents, you are your child's first teachers and to help your child be the best they can be it is vital that we work closely together.

Although we do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. We do recommend that an important part is to develop a routine within the family home. Individual teachers are happy to give advice.

We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However discreet homework registers are kept and if a child consistently fails to complete and return tasks, any barriers are discussed with the child and their parents.

Our homework policy ensures that children are inspired to engage with activities with their families at home.

OUR ROUTINES AND EXPECTATIONS

Reading is a key skill which dominates our homework policy. In order to be a successful reader, children need regular practice both at home and at school. We encourage the children to read regularly and parents to write a comment in the reading diary. This practice is valued and we reward them with stamps in reading diaries and prizes for any home reading. Members of staff check children's homework and reading diary every week and acknowledge the hard work completed at home. Parents' comments are valued and comments acted upon.

Each child should have a named book bag to keep reading books and reading diaries in. If lost, a replacement can be purchased from the school office.

We encourage reading from Nursery as children take home a 'reading for pleasure' book to share at home. These are books that the children have chosen that may have sparked an interest of curiosity. Reading for pleasure books are to be shared with parents; with parents reading and talking through this with their child.

Throughout the first term, Reception children start to receive targeted 'Read, Write Inc' (RWI) reading books which they can read. These books have been learned in their phonics groups and children can practice reading these at home; building up their fluency. The 'reading for pleasure' books are changed on a weekly basis and 'RWI' are changed either every three or five days. This is complimented with an individual login for your child on our 'oxford owl' reading site. This practice then continues throughout the school. Advice on how to support your child with their reading can be found in the reading diary.

We also have a carefully planned strategy to support children's critical thinking, opportunities to consolidate their learning and extend their own ideas; supporting children to be inspired by learning and the successes that they have.

HOMEWORK IN NURSERY

Our priority for nursery children is to actively engage with fun and practical, play-based activities which will enhance and develop their thinking. Within the nursery environment, the EYFS curriculum are combined

within different activities; with the prime areas of learning including personal and social, communication and language and physical development forming a foundation for learning. Our homework for nursery embraces this and supports the learning and topics being covered at school.

Reading for pleasure

Nursery children will bring home a 'reading for pleasure' book to share. This will be changed on a regular basis.

Practical topic challenges

The priority is for adults and children to work together on a common activity; supporting the development of these prime areas of learning. This is then shared at an end-of-term topic celebration when the children bring in these to share at school. An example of this can be seen within **APPENDIX 1**.

Weekly Class dojo talking time

Each Friday, we share a selection of photographs of the children engaging in fun and learning throughout the week on the Class dojo app. This is a great opportunity for parents to share this with their child, giving them the opportunity to talk about their learning.

HOMEWORK IN RECEPTION

As children progress into full-time school; we encourage children to continue to learn through play. This supports their critical thinking and self-regulation and ensures that they continue to be motivated and inspired by their learning. We ensure that there are opportunities to practice newly taught skills along with opportunities to extend their own thinking.

Reading

Children will bring home a 'reading for pleasure' book. As they then progress through the RWI program, children progress from bringing word books to stories home to practice reading. This may be changed either every three days, progressing to every five days. Children also have access to 'Oxford owl' for further reading material. Children are encouraged and rewarded when they read four times a week.

Practical topic challenges

The priority is for adults and children to work together on a common activity; supporting the development of these prime areas of learning. This is then shared at an end-of-term topic celebration when the children bring in these to share at school. An example of this can be seen within **APPENDIX 2**.

Weekly practice

Each week, children will receive a 'Wow' homework sheet as seen within **APPENDIX 4**. This identifies two short, practical activities that can be completed at home. These activities support the in-school learning that is taking place within the week and may include one 'prime' activity (linked to Communication and Language development, Physical development or Personal, Social and Emotional development) and one 'specific' activity (linked to Literacy, Maths, Understanding the World and Expressive Arts and Design). These are shared every Friday and should be returned the following Wednesday. These may include the opportunity to work on the practical topic challenges set each term.

Weekly Class dojo talking time

Each Friday, we share a selection of photographs of the children engaging in fun and learning throughout the week on the Class dojo app. This is a great opportunity for parents to share this with their child, giving them the opportunity to talk about their learning.

HOMEWORK IN YEAR 1 AND YEAR 2

As children progress into Year 1 and then into Year 2, they require further reinforcement and practice of key skills, knowledge and understanding being taught in school. This is shown within their weekly practice activities. However, as the children show great inspiration and enthusiasm for topics being taught; we are keen for children to embrace their own thinking, complete research and develop their own lines of enquiry. Therefore, the practical topic challenges remain a consistent element. Children in Year 1 and Year 2 have access to a homework book in-which they can complete the weekly practice homework and any other work they may want to share. The insert for this can be seen within **APPENDIX 6**.

Reading

Children will bring home a 'reading for pleasure' book. As they then progress through the RWI program, children progress from bringing word books to stories home to practice reading. This may be changed either every three days, progressing to every five days. Children also have access to 'Oxford owl' for further reading material. Children are encouraged and rewarded when they read four times a week.

Practical topic challenges

The priority is for adults and children to work together on a common activity; supporting a child's understanding of the topic taught that term. This is then shared at an end-of-term topic celebration when the children bring in these to share at school. An example of this can be seen within **APPENDIX 3**.

Weekly practice

Each week, children will receive a 'Wow' homework sheet as seen within **APPENDIX 5**. This identifies four short, practical activities that can be completed at home. These activities support the in-school learning that is taking place within the week and may include learning from the knowledge organisers or use of Purple MASH as well as the opportunity to work on the practical topic challenges set each term. These are shared in the homework books every Friday and should be returned the following Wednesday. Children achievements are celebrated as they achieve a PROUD point for any completed piece, with an additional PROUD point for all four completed.

ADDITIONAL COMMUNICATION

On occasion, children may also have further work and activities to complete at home. This may include practice to support consolidation of learning at school or other activities such as writing a diary for the class or preparing for the 'family box'.

Weekly newsletter

Within our weekly newsletter, we share events and activities, successes and celebrations as well as a brief overview of the learning taking place the following week.

Half-termly knowledge organisers

These show parents and children the key knowledge and learning that will be covered over the half term, within each topic. Staff will share these along with practical and fun activities that you may choose to complete at home which will consolidate this knowledge and understanding.

Please share any learning or successes with your child's class teacher. We love to hear about the many achievements and successes that children have along their learning journey.

We are also here to help, if you are unsure or feel you need more support, please do not hesitate to get in touch.

APPENDIX 1



NURSERY – TERMLY TOPIC HOMEWORK CHALLENGES

Our priority for nursery children is to actively engage with fun and practical, play-based activities which will enhance and develop their thinking. Within the nursery environment, the EYFS curriculum are combined within different activities; with the prime areas of learning including personal and social, communication and language and physical development forming a foundation for learning. Our homework for nursery embraces this and supports the learning and topics being covered at school. The priority is for adults and children to work together on a common activity; supporting the development of these prime areas of learning. This is then shared at an end-of-term topic celebration when the children bring in these to share at school.

Topic's this term:	

Choose ONE of the following	
1	2
3	4

APPENDIX 2



RECEPTION – TERMLY TOPIC HOMEWORK CHALLENGES

As children progress into full-time school; we encourage children to continue to learn through play. This supports their critical thinking and self-regulation and ensures that they continue to be motivated and inspired by their learning. The priority is for adults and children to work together on a common activity; supporting the development of these prime areas of learning. This is then shared at an end-of-term topic celebration when the children bring in these to share at school.

Topic's this term:	

Choose ONE of the following

1

2

3

4

APPENDIX 3



YEAR 1 AND 2 – TERMLY TOPIC HOMEWORK CHALLENGES

As children progress into Year 1 and then into Year 2, they require further reinforcement and practice of key skills, knowledge and understanding being taught in school. This is shown within their weekly practice activities. However, as the children show great inspiration and enthusiasm for topics being taught; we are keen for children to embrace their own thinking, complete research and develop their own lines of enquiry. Therefore, the practical topic challenges remain a consistent element. The priority is for adults and children to work together on a common activity; supporting a child's understanding of the topic taught that term. This is then shared at an end-of-term topic celebration when the children bring in these to share at school.

Topic's this term:	

Choose ONE of the following

1

2

3

4

APPENDIX 4



RECEPTION – WEEKLY HOMEWORK

This identifies two short, practical activities that can be completed at home. These activities support the in-school learning that is taking place within the week and may include one 'prime' activity (linked to Communication and Language development, Physical development or Personal, Social and Emotional development) and one 'specific' activity (linked to Literacy, Maths, Understanding the World and Expressive Arts and Design). These are shared every Friday and should be returned the following Wednesday. Children achievements are celebrated as they achieve a PROUD point for any completed piece, with an additional PROUD point for both completed.

WOW...LOOK WHAT I CAN DO!

Early Years Prime Curriculum Activity 1:	Early Years Specific Curriculum Activity 2:
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RECEPTION – WEEKLY HOMEWORK

This identifies two short, practical activities that can be completed at home. These activities support the in-school learning that is taking place within the week and may include one 'prime' activity (linked to Communication and Language development, Physical development or Personal, Social and Emotional development) and one 'specific' activity (linked to Literacy, Maths, Understanding the World and Expressive Arts and Design). These are shared every Friday and should be returned the following Wednesday. Children achievements are celebrated as they achieve a PROUD point for any completed piece, with an additional PROUD point for both completed.

WOW...LOOK WHAT I CAN DO!

Early Years Prime Curriculum Activity 1:	Early Years Specific Curriculum Activity 2:
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APPENDIX 5



YEAR 1 / YEAR 2 – WEEKLY HOMEWORK

This identifies four short, practical activities that can be completed at home. These activities support the in-school learning that is taking place within the week and may include learning from the knowledge organisers or use of Purple MASH as well as the opportunity to work on the practical topic challenges set each term. These are shared in the homework books every Friday and should be returned the following Wednesday. Children achievements are celebrated as they achieve a PROUD point for any completed piece, with an additional PROUD point for all four completed.

WOW...LOOK WHAT I CAN DO!

READING/PHONICS:	MATHEMATICS:
SPEAKING AND LISTENING:	TOPIC:



WILLIAM LILLEY INFANT AND NURSERY SCHOOL

HOMEWORK

At William Lilley we are determined that every child achieves their potential. In order to support every child, we work to provide fun, exciting and challenging learning opportunities in school.

However, learning takes place all the time, it does not stay just within school time. As parents, you are your child's first teachers and to help your child be the best they can be it is vital that we work closely together.

Therefore alongside regular reading, each week we will provide suggestions of activities that can be completed at home, on the 'WOW...Look what I can do' sheets in their homework books. These link closely with the learning that is taking place in school. Working on these activities will significantly help your child when they are in class.

Your child can use this homework book to record any of their homework.

Please look out for updated WOW sheets on a FRIDAY and ensure that homework books are returned to school the following WEDNESDAY.

Your child will receive a Proud point for every piece of work completed, with 5 Proud points for completing it all.

Thank you for your support.