HOME LEARNING POLICY

Document Summary

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FYI: Version control should be used for all formal documents and managed as:-

0.1 (1st draft version)

- **0.2 (2nd draft and so on….. 0.3. 0.4 etc)**
- **1.0 (Once document has been approved)**
- **1.2 (during review/approval of a lifecycle document i.e. policies) ▸ 2.0 (2nd approved document) and so on.**

Amendment History

Version	Amendment Date	Author	Amendment Summary
V1.0	14/10/16	Mo Jones	Formatting changes only
V1.1	03/02/18	Dan Coney	Review
V2.0	20/04/18	Ruth Owen	Formatted for final release
V2.1	22/02/21	Gen Houston	Review
V3.0	26/04/21	Ruth Owen	Final updates following review
V3.1	27/03/24	Ruth Owen	Link Governor & Model Policy fields added

V3.2	**28/03/24**	**Alex Knight**	**Policy review due**
V3.2	**25/06/24**	**Debbie Fisher**	**Review**
V3.3	**15/07/24**	**Debbie Fisher**	**Further changes made**
V4.0	**23/09/24**	**Ruth Owen**	**Final updates following approval at FGB**

DEFINITION AND AIMS

Home learning (also known as homework) is work set by a pupil's teacher to be completed at home outside of school hours. The aim is to encourage all children to become accomplished, Independent learners in order to maximise their potential.

PURPOSES

The purpose of home learning.

Home learning is a means of:

- Reinforcing and practicing skills taught at school in order to improve academic performance particularly in English and Maths.
- Extending school learning, for example through additional reading.
- Promoting a positive attitude to learning and improving children's motivation.
- Developing an effective partnership between the school and parents/carers in pursuing the aims of the school and to enjoy the learning experience together.
- Encouraging pupils as they get older to develop the confidence and self-discipline needed to study on their own – skills which are requirements for secondary school.

The purpose of this policy.

Through this policy the school aims to:

- Ensure consistency of home learning approach within each Key Stage phase.
- Provide progression towards independence and individual responsibility.
- Ensure that the needs of individual pupils are taken into account.
- Improve the quality of learning offered to children.

GUIDELINES

In Reception and Key Stage 1, developing a partnership with parents and carers is the key purpose of home learning provided by the school.

As children get older, home learning provides opportunities for children to develop the skills of independent learning, and this will increasingly become its purpose. It is important that children gradually get into the habit of regularly devoting periods of time to study on their own. By the time children reach Year 6 their home learning programme will mainly cover English and maths but may occasionally cover other curriculum areas, with a regular weekly schedule.

All home learning activities will be carefully designed to meet children's individual needs, including any special educational needs.

In addition to these regular activities, older children will be given some home learning, gradually increasing in its demands, of other kinds. This will be differentiated to take account of children's individual needs.

Reading

Home learning does not just mean formal exercises carried out by children with help from adults. Particularly in the case of younger children it is the involvement of parents and carers in joint activities (which can be very brief) that is most valuable in promoting children's learning. Regular reading to and with parents or carers is vital; all primary children should either read to their parents or carers, listen to them reading or read independently, if appropriate, for at least l0 minutes a day for five days per week.

Recommended weekly home learning

Reception Sharing books, letter sounds, key words and working on any targets set out by the class teachers. Daily reading should be carried out once the children have been introduced to the appropriate sounds needed.

Years 1 & 2 Daily reading, termly topic work and occasional English or Maths work as deemed appropriate by the teacher. Phonics information may be provided for parents to help children to practise at home.

Years 3 & 4 Reading for at least 10 minutes each day, other activities deemed appropriate by the class teacher, plus topic homework that is shared as part of the topic overview. The children also get weekly maths homework – this may be calculation practice or times tables practice. Weekly spellings are sent out as a termly overview so families can see the set of words being taught and practised week by week.

Years 5 & 6 Reading for at least 10 minutes daily. Weekly Maths and Reading Comprehension tasks, maths revision guides for y6 children between Christmas and SATs. Maths homework will predominantly be calculation focused. It may be on one single method, or, especially later in the academic year, it may be a mixture of all the different calculation methods that the children have been learning in school. We differentiate homework when necessary to ensure children can access the learning. Home topic learning stops in Year 5 and 6 to allow an increase in maths and English.

The class teacher will be responsible for ensuring that appropriate home learning is set on a regular basis. For Years 1 – 4 tasks are usually set termly and are either posted on the website or emailed to parents. Children have a choice of tasks they can complete in addition to their regular reading and phonics practice. Parents are asked to:

- Provide a reasonable peaceful, suitable place in which children can complete their home learning, either alone or more often for younger children, together with an adult.

- Make it clear to children that they value home learning and support the school in explaining how it can help their learning.
- Encourage children and praise them when they have completed their home learning.

SPECIAL EDUCATIONAL NEEDS

It is important that children with SEN are not given a disproportionate amount of home learning in order to try to "keep up", e.g. finish off what they haven't been able to complete. They may benefit from separate specific tasks, different from those set for the rest of the class. Reasonable adjustments will be made, as appropriate, to support pupils. Tasks will:

- Have a very clear focus and time guidance.
- Give plenty of opportunities for success.
- Be varied – not purely written assignments e.g. key-word learning games to take home and play.
- Be manageable for teachers, children and parents.

FEEDBACK

It is important that children receive feedback from their teachers as quickly as possible. This may be through class work or tests (for example times-tables), or through comments from their teacher (for example on written assignments). We believe the most powerful and effective type of feedback is verbal so it may be the case that a child's learning is discussed with their class teacher rather than written feedback provided.

At a more general level, recognition of children's efforts, for example by mentioning them in assembly or publicising the achievements of particular classes, is very important in maintaining children's motivation. Teachers in Y1-4 have specific days each term when they celebrate learning children bring in from home.

Where parents and carers have carried out activities with children, teachers will be interested in feedback from them, both on how well the children did the activities and on whether the activities were too easy or hard.

NON-COMPLETION OF HOME LEARNING TASKS

In Year 5 & 6 children who do not complete home learning tasks should attend home learning club on Friday lunchtime. There may be some circumstances where this approach is not suitable for a pupil and discussions will be had with parents/carers as appropriate. This is an opportunity for children to sit down with their class teacher and go through any parts of the home learning that they found challenging. The aim of this is to improve children's reading and maths skills as well as prepare them adequately for the behaviours expected at Secondary School.