



St Mary's C of E Primary School, Timsbury

HOME LEARNING POLICY

Aims

Through this policy we aim to:

- ◆ Ensure that parents are clear about what their child is expected to do.
- ◆ Ensure consistency of approach throughout the school.
- ◆ To use homework as a tool to help continue to raise standards of attainment.
- ◆ Improve the quality of the learning experiences offered to pupils and to extend it beyond the classroom environment.
- ◆ Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- ◆ Encourage children and their parents to share and enjoy learning experiences.
- ◆ Reinforce work covered in class by providing further opportunities for individual learning.
- ◆ To practise or consolidate basic skills and knowledge, especially in Maths and English.
- ◆ Encourage children to develop the responsibility, confidence and self discipline needed to study independently.
- ◆ To prepare Year 6 children for the transfer to secondary school.

Guidelines

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when looking at and setting homework there are a number of points to consider:-

- ◆ The nature and type of homework changes throughout a pupil's school career.
- ◆ The amount and frequency of homework should increase as a pupil gets older.
- ◆ Homework tasks should be appropriate to the child's stage of learning.
- ◆ Homework should not cause undue stress on the pupil, family or the teacher.
- ◆ It will not necessarily come in the form of a written task.
- ◆ Homework should be set regularly and consistently from the Foundation Stage to Year 6.

The points below apply to all children.

- ✓ Most children will spend 10-30 minutes a week on each piece of homework according to age.
- ✓ No homework will be set exclusively during the school holiday i.e. there will always be some term time allocation for any tasks.
- ✓ Homework will be given out on a Tuesday, to be handed in the following Tuesday, from Year 1 to Year 6.
- ✓ Activities should primarily be task based and aimed at consolidating learning that has been going on in class, rather than being something completely new. However on occasions, a research based activity for an upcoming topic may be appropriate.
- ✓ There should be clear and easily understood explanations and instructions.

Ducklings - Early Years Foundation Stage

Home Learning is more informal in the Early Years; and we recognise that parents play a key part in establishing high expectations and promoting a love of learning. We ask that parents share incredible "WOW" moments with us so that important developmental milestones are captured and so that they can be included in your child's EYFS Learning Journal.

Tasks set by the class teacher will adhere to the "little and often" principle, with the expectation that shared learning at home occurs at least four times a week.

Shared Learning Tasks will include:

- ✓ Sharing Reading books
- ✓ Recognising 'tricky words' on a list
- ✓ Counting activities
- ✓ Reciting nursery and counting rhymes.
- ✓ Phonics and letter recognition activities

Homework Tasks for Year 1-6

Listed below, for each class, are a number of example tasks and activities that might be given as homework on a weekly basis. This is by no means an exhaustive list and is open to change, although many of these tasks and activities will be used on a regular basis.

Rabbits and Badgers - Year One and Two

These may include:

- ✓ Reading aloud to an adult - suggested 5 times a week, for ten minutes
- ✓ Phonics/Spellings - suggested 4/5 times a week, for ten minutes
- ✓ A Writing or Maths activities - once a week, 20 minutes

Bees and Otters - Year Three and Four

These may include:

- ✓ Reading independently - daily
- ✓ Reading aloud to an adult - suggested 5 times a week, for ten minutes
- ✓ Spellings/Phonics - suggested 4/5 times a week, for ten minutes
- ✓ An English and a Maths activity - once a week; 30 minutes total
- ✓ Theme work and research - discretionary according to class topics

Lions and Eagles - Year Five and Six

They may include:

- ✓ Reading independently - daily
- ✓ Discussing texts and reading to an adult - suggested 3 times a week
- ✓ Spelling investigations -- suggested 4/5 times a week, for ten minutes
- ✓ English Activities such as: - once a week, 30 minutes
 - Reading comprehension
 - Planning
 - Researching
 - Talk Homework
- ✓ Maths activities - once a week, 30 minutes

Learning Logs

Learning Logs are a personal journal where children can record their knowledge and understanding; and where they can take ownership of creative and open ended challenges. They provide opportunities for children to consolidate and extend their learning in a personalised way. Examples of Learning Logs can be found on the school website, under the Home Learning tab.

After a Learning Log Challenge has been sent home, children will usually be given around two to three weeks to complete the task. Two or three challenges will be set per term, depending on the length of the term (a maximum of 9 in any academic year). Children are set a challenge related to work covered in class (this could be Maths, English, Science or Topic related) so that they can show off what they know and carry out further research if they wish. They can choose how to present their work within the maximum 2 page spread permitted and are encouraged to use the space sensibly, make their work exciting and inspiring, interesting to the reader. Although the book is for recording the challenge, children may use technology or build 3D models and print photographs etc. to stick in. Time will be set aside at the end of the challenge for pupils to discuss and celebrate their learning logs with their peers.

Reading

To support home reading, all children are provided with a home reading record. (EYFS children receive their records in January). Children should be reading and sharing books on a daily basis.

- ✓ The home reading record is a tool for pupils and parents to keep a record of reading practice that goes on at home. Teachers teach reading in school; pupils, with the support of families, practise reading at home.
- ✓ Older, independent readers in KS2 should be recording their regular reading practice themselves and some may even be writing reviews on what they have read.
- ✓ Younger children will need support from an adult at home to record their regular reading. This is not a teacher's record of when pupils are heard reading. Each teacher has their own 'in house' records for this as they always need to be in school and available. Parents should not be concerned if school staff are not writing in the home reading record on a regular basis as this is not where teachers keep their records.

Roles and Responsibilities

Role of the Head teacher and Governing Body

- ✓ To monitor compliance of the Policy.
- ✓ To discuss with staff how far the policy is being successfully implemented.
- ✓ To ensure that a home-school agreement is in place dealing with homework.
- ✓ Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

Role of the Class Teacher

- ✓ To provide clear explanations for homework tasks and give guidance to parents on how they might assist their child, making use of class webpages or Parent Mail as appropriate.
- ✓ To ensure that homework is set consistently, in accordance with this policy.
- ✓ To set homework that takes different needs into account.
- ✓ To ensure all homework is purposeful and links directly to the curriculum being taught.
- ✓ To praise children who regularly complete homework tasks e.g. stickers, team points
- ✓ To give timely feedback to pupils.

Role of Parents/Carers

- ✓ To sign a home school agreement dealing with homework.
- ✓ To support the school by ensuring that their child attempts the homework.
- ✓ To provide a suitable place for their child to carry out their homework.
- ✓ To encourage and praise their child when they have completed their homework.
- ✓ To become actively involved and support their child with homework activities.
- ✓ To let the class teacher know if their child has found something too difficult or too easy.
- ✓ To make it clear that they value homework and they support the school by explaining to children how it can help learning.

Top Tips for helping your child with their homework

- ✓ Plan homework at the same time of day
- ✓ Create the right environment and minimise distractions
- ✓ Ensure your child has all the equipment they need
- ✓ Be prepared to help with organisation, reading instructions and getting started
- ✓ Make sure they have enough time to complete the task
- ✓ Consider using a small reward to entice your child to stay on task
- ✓ Don't get talked into doing it all for them!
- ✓ Stay calm!

Marking and Feedback

Homework activities are valued and referred to in the following ways:

- Used in subsequent lessons
- Shared in lessons with other pupils
- On occasion, when appropriate, marked.

Feedback is important because it helps to give the whole process of setting and completing homework a higher profile and status. It also sends out the message that homework is an important and valued aspect of school life. Staff will give feedback on all homework that is returned by pupils. This may be given to individual pupils, or to groups of pupils. Teachers may use stamps, stickers, discussion and marking in class as techniques for celebrating completed work.

It is important to note that the majority of homework will not be formally marked. We believe that teacher time is best used for preparation, teaching and the in-depth detailed marking of work done in school. Homework provides the practice which can be valued without marking; and homework is never used for assessment purposes.

Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Staff will strive to ensure that homework activities also follow these principles. St. Mary's CE Primary School is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential.

Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

Adopted by Governors (Curriculum and Standards): November 2015

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Parental Feedback
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Next Review: Spring 2020