



## Home Learning Policy

Category: Non-Statutory	Approved by: Full Governing Body
Approved: June 2022	Next Approval due: June 2025
Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Curriculum Policy	

### Our Christian Vision:

*Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed everyone and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for all.*

## INTRODUCTION AND AIMS

The aim of this policy is to define what we interpret as home learning, ensuring consistency and to set expectations for staff, parents and children.

We define home learning as any activity that pupils undertake outside of school time, either on their own or with the support of family members. We have a strong commitment to parental involvement and see home learning as one way of developing this partnership.

Home learning encompasses a whole variety of activities to support the children's learning. Home learning makes the greatest contribution to learning when pupils and parents/carers are clear about what they need to do; tasks are planned and structured to support class work and practice is consistent.

Whilst home learning is an important part of a child's education, and can add much to a child's development, we also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils.

### Why give homework?

It can further stimulate enthusiasm for learning;

It takes advantage of the home environment and resources and the chance for some one to one adult time;

It can be a great source for gathering topic information to share with all the children;

It is a great opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts;

It helps to foster good habits of organization, independence and self discipline in preparation for the demands of Secondary School.

To support the attitude that learning is not confined to the classroom but that it is an open-ended and life-long activity.

To extend effectively the time that children spend on learning, providing them with opportunities to reach higher levels of attainment and make greater progress.

To improve the links between home and school, providing parents with opportunities both to support their children as they learn and to become more closely involved in that process.

### **Home Learning at our school**

Whilst we support all of the above key principles, Woolhampton C of E Primary School is not a school at which home learning dominates home and school life. We give guidance on amounts of time to spend on home learning activities. We hope the children are motivated by positive incentives and by the tasks themselves;

### **Our routines and expectations**

All classes give out weekly home learning. If it is a piece that needs handing in, it is expected to be returned by the following week on the given date. It is our intention, and good practice, not to send work home that the child cannot already do i.e. parents are not expected to teach new skills. However, some children may need their parent to help them initially. There should be a clear explanation/reminder from the teacher of what is expected. Some home learning needs marking, others will feed into learning in class. The tasks set will not always need to be handed in; there are other ways in which teachers will respond or give feedback, for example, sharing results in class discussion, putting work onto a display or transferring work into class books. Discreet home learning registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

Children are set a variety of home learning activities which include reading, spelling and maths key facts. This is summarised in the grid below with suggested timings. The time allocation is guidance only and will depend on the individual child and their family circumstances. As a minimum we expect all children to read regularly at home.

YEAR GROUP	Learning focus and guidance
Foundation	<ul style="list-style-type: none"><li>• Learning related to the prime and specific areas of the EYFS curriculum</li><li>• Reading (5 x per week for 10 minutes)</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Reading (5 x per week for 10 minutes)</li><li>• Phonics (5 minutes a day)</li><li>• Maths – consolidation, learning of key facts</li></ul>
Year 2/3	<ul style="list-style-type: none"><li>• Reading (5 x per week for 10 minutes)</li><li>• Phonics/Spelling (5 minutes a day, plus weekly task)</li><li>• Maths – consolidation, weekly, learning of key facts</li></ul>
Year 4/5	<ul style="list-style-type: none"><li>• Reading (5 x per week for 10 minutes)</li><li>• Spelling, Punctuation and Grammar (5 minutes a day, plus weekly task)</li><li>• Maths – consolidation weekly, learning of key facts</li></ul>
Year 6	<ul style="list-style-type: none"><li>• As Yr 4/5</li><li>• Throughout the year, the home learning will focus more on SATs practise and they</li></ul>

	may be given additional revision during the spring and early summer term.
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It is expected that at least once a week an adult reads to the child.

Additional home learning covering other curriculum areas may also be set termly.

### **Inclusion and Homework**

Some children on the special needs register may be set alternative tasks appropriate to their needs as defined in their Success and Achievement Plans and Individual educational plans.

### **Additional home learning opportunities**

Some parents and children may be keen for their children to more learning at home and there are numerous resources available as well as suggested websites with appropriate learning opportunities. The class teachers will be able to direct parents and children to appropriate material.

### **Holiday Home Learning**

Home Learning may be set during school holidays to ensure children's learning continues to progress. Specifically, it is expected that parents/carers continue to listen to their child read.

### **Home Learning for pupils who are absent**

If pupils are absent due to illness they are not expected to undertake home learning. In the case of an injury such as a broken limb, each case will be discussed on an individual basis with class teacher and parent. If children are absent due to unauthorised holiday, it is encouraged that they complete any home learning but class work missed will not usually be provided.

### **The Role of Parents**

We ask parents to encourage their child to complete the home learning set to a high standard and to ensure that it is handed in on time. We invite them to help their children as and when they feel it to be necessary and to provide them with a suitable environment. Parents can support their child by providing a good learning space at home, by enabling their child to visit the library regularly, and by discussing their child learning and the activity set. We ask parents to check their child's home learning folder and to sign it as requested. If parents have any questions about home learning, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature about home learning, they should contact the headteacher. The views of parents regarding home learning are also sought through parental questionnaires and during the school's Ofsted inspection.

### **The use of ICT**

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, we expect pupils to produce their own work, either by editing something they have found, or by expressing it in their own words. It is the parents responsibility to ensure children are safe when using the Internet.

### **Monitoring and review**

The designated Committee of the Governing Body monitors this policy every two years. This Committee reports its findings and recommendations to the full Governing Body, as necessary, if the Policy needs modification.