



## Home Learning Policy

### Rationale

Studies have shown that children who are supported by their families with home learning (previously known as homework) are more likely to perform better at school. Home learning is any task set by the school for children to do at home without help from the teacher. The amount of home learning will vary according to the stage the child is at school.

### Aims

1. To develop and promote an effective partnership between school and parents in pursuing the aims of the school.
2. To provide opportunities for parents and the children of the school to work together in partnership in relation to children's learning.
3. To encourage pupils and their parents to share and enjoy learning experiences.
4. To use home learning as a tool to help raise standards of attainment and enjoyment of learning.
5. To consolidate and reinforce skills and understanding, particularly in literacy and maths.
6. To encourage children to develop the responsibility, confidence and self discipline needed to study independently.
7. To prepare Y6 pupils for the transfer to secondary school.

This policy will ensure consistency of approach through the school and ensure parents are clear about what their child is expected to do.

### Content and Time Allocation

Content and time allocation will change and increase in relation to children's age and abilities. Each half term, a year group letter outlines the main theme for each area of learning; home learning arrangements are also made clear.

### Online Platforms

From January 2022, Tapestry will be used for home learning and homework in EYFS. Paper copies of weekly homework activities will no longer be sent home in Reception. It is important that you can access the platform and continue to use it regularly so that children begin to see the link between home and school learning.

KS1 and 2 use Google Classrooms to set some homework activities - paper copies of this work will **not** be sent home. It is important that children continue to use this platform to remain familiar with it. Parents should contact school if they do not have a suitable device. Other home learning activities will be paper based; children will be given a homework book.

All children in KS1 and KS2 have been assigned a login to the Spelling Shed site. The site is designed to help pupils to learn spellings in a fun and engaging way. Spelling lists are created based on the rule that has been taught that week as well as the common exception words for that half term.

### **Reading**

The ability to read proficiently and confidently is a key factor in children's academic progress and so it is a core element of home learning; even if children are unable to complete other set home learning, it is an expectation that all parents read with and hear their children read daily.

### **Reception**

In reception, we recommend children read 10 minutes every day with an adult. Children will receive their first reading book during Autumn 1. This will be correctly matched to their phonetic knowledge. Books are usually changed twice a week. Parents should also read to their children.

Tapestry is now well established in Early Years to record and showcase children's individual learning throughout the school year. Parent's are encouraged to upload any 'wow' moments to show what their child has achieved/ done at home. These 'wow' moments are then shared with the rest of the class throughout the week.

For homework, at the beginning of every half term, you will get a grid for maths and a grid for phonics. The idea is that throughout the half term, you pick and choose which activities you want to do with your child to consolidate their learning at home. All the activities on the grids will be linked to the learning the children will do in school that half term.

For home learning, a weekly overview of the learning with suggested activities that you can do at home will be uploaded onto Tapestry each week.

### **Year 1**

Daily reading (at least 10 minutes per day where possible).

A weekly letter is sent home detailing the maths focus for the week, containing suggested websites, activities and games to support learning.

From February half term, phonics blends following 'Little Wandle Letters and Sounds revised' as required (more information will be provided by teachers prior to half term).

### **Year 2**

Daily Reading (fiction/non fiction). Book bags to be returned to school every day.

Weekly spellings from the Y2 list and Common Exception Words set on EdShed

1 piece of additional home learning per week alternating between maths and English

Weekly comprehension worksheet (Spring and Summer term)

### **Key Stage 2**

Daily reading is an expectation. Reading Journals should be signed by an adult each day to show that their child has read.

Learn By Heart mental maths facts on a fortnightly rolling programme.

The spelling focus for the half term is given out at the beginning of each new half term.

In addition:

**Years 3&4** - Weekly spellings linked to be tested each week  
1 piece of additional home learning per week alternating between maths and English

**Years 5&6** - A formal home learning diary is used to aid planning and organisation.  
This is part of the process of the transition to secondary school.

One piece of maths and English is set per week

### **Projects**

Individual projects may also be set by year groups to support learning and enjoyment in their topic.

### **Children with Special Education Needs/Gifted and Talented**

Children with special education needs will be set tasks as similar to their peers as possible. However, modification to some tasks for the more able and less able may be necessary. All children will be encouraged to reach their full potential and succeed with the activities sent home. For home learning to contribute to the challenge of raising attainment and reflect personalised learning needs additional tasks may be set eg. if your child is part of an intervention group.

### **The Role of Pupils**

1. To do their home learning to the best of their potential.
2. To hand their home learning in on time or to have learnt /researched/investigated in preparation for the lessons.
3. To establish a routine e.g. getting diary signed, writing in diaries (not just for home learning purposes but for key events such as sports fixtures, music lessons, specific visitors).

### **The Roles of Parents**

1. To provide a suitable place for your child to do their home learning – flat surface, good light source and peaceful. For younger children to spend a few minutes each day working with your child.
2. To make it clear to your child that you value home learning and support school in explaining how it can help their learning. Make the home learning time special.
3. Support your child with activities, be interested and take time to talk with your child about his/her learning using the methods introduced in school.
4. Encourage your child and praise them when they have completed their home learning. Be positive about your child's efforts.

5. Have pens, pencils, colouring pencils, ruler, glue and dictionary available. In Years 5 and 6 a Thesaurus would be helpful.

### **The Role of Teachers**

1. To set home learning using a routine which is clear to parents and children. For example, LBH given on Monday for a test on Friday.
2. To feedback to children as soon as possible, e.g. through test results or comments on written tasks, verbal, note in the home learning diary.
3. Reward through merit system.
4. Facilitate and encourage children to use the Library, ICT suite to develop their research and study skills.
5. To set home learning to reflect a range of learning styles and developments within education as resources become available, e.g. use of ICT

### **Support for Children and Parents**

Examples are given for children and parents to follow, particularly for any maths home learning. Children are given opportunities to speak to teachers about their home learning during the course of the week.

Workshops for parents are held to support their understanding and ability to help their children eg calculations and reading workshops.

### **Late/Missing Home learning**

Home learning is not compulsory but there is an expectation that KS2 children particularly those in Upper Key Stage Two complete home learning. If children in KS2 are repeatedly failing to hand in home learning, action will be taken to ensure that they have an opportunity to complete it. Class teachers will keep a log to track home learning completion in their class. In each phase (Y3/Y4, Y5/Y6), a teacher will hold a weekly 'Home learning Club' during an agreed lunch time for the children who have been unable to complete their home learning outside of school.

Date policy written: February 2014

Reviewed: March 2018; January 2020 renamed to home learning; reviewed Jan 2022

Date approved by the Quality Of Education Committee: Spring 2022

Signed by chair:

