

Shorne Church of England Primary School

(A member of the Aletheia Anglican Academies Trust)



Home Learning Policy

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1. Introduction

The Governors and staff of Shorne Church of England Primary School believe that home learning is an important aspect of a child's education. We believe it encourages children to realise that learning can take place outside the classroom as well as promoting independent learning to consolidate, deepen understanding and prepare children for work to come. Home learning allows parents, carers and the school, to work in partnership for the benefit of their child. This policy is based on the belief that every child should be set high expectations and has the highest of aspirations in their learning. From parent surveys we have noticed most parents do appreciate the value and importance of this home learning however a few feel that we do not set enough, whilst others feel there is too much. The amount and type of home learning we set is at a level which we believe to be reasonable and manageable as well as in line with the guidance provided.

2. Aims

Home learning is encouraged throughout the school. To be most effective, parents, carers, staff and the children need to understand its purpose. It:

- reinforces skills which have been taught in school and gives children the opportunity to practice
- what they have learnt
- encourages self-discipline as the children take responsibility for their learning
- promotes independent learning
- provides teachers with the opportunity to support and extend individual children
- sets standards for life and children become accustomed to working at home
- helps to prepare them for secondary school and future employment
- encourages children to share their learning with parents and carers
- encourages parents and carers to become involved with their children's learning

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement. We do recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time'.

3. Principles Underlying the Home Learning Policy

Children must begin to take responsibility for their home learning and should be supported by their parents/carers, if needed, to complete the home learning. As students' progress through Shorne Church of England Primary School a greater responsibility should be taken by the children for completing their home learning, asking for missing home learning and asking for help by their class teacher. Home learning will be issued in appropriate quantities, and enough time should be given for the child to complete the home learning. Therefore home learning should be clear and at an appropriate level of difficulty. This policy has been written taking into account extracurricular activities of pupils, including family and cultural obligations.

Home learning should be a carefully planned and an integral part of a child's education, it should not be seen as an "add-on" or a dispensable extra. Home learning should match the needs and abilities of pupils and promote opportunities for consolidation and extension.

Home learning is related to current work in class, where possible, and should be stimulating and challenging. Home learning should not be restricted to certain subject areas. It should reflect the breadth and balance of the curriculum.

4. The Structure of Home Learning

4.1 When should home learning be set?

All year groups should set home learning every week on a day chosen by the class teacher. This should be returned to school by the date chosen by the class teacher, allowing children enough time to complete the activities which have been set. If home learning is not returned by the date chosen, pupils may be expected to complete their home learning in school.

4.2 The structure of home learning time

The overall aim is to 'set' home learning weekly consisting of a number of tasks (English, Maths, SPaG, MyMaths) of no more than 30 minutes per task and no more than 2 ½ - 3 hours per week (including weekends) in general. Work will be differentiated by ability. Reading should be undertaken, ideally, daily but at least 4 times per week. In addition, topic home learning will be set by the class teacher as appropriate.

Parents should know a term ahead as to what pupils will be studying as this is published in the School Newsletter together with any ideas/recommendation as to places of interest (incl. free locations with website links to places and event) in support. Parents will have the ability to add a comment as to the home learning task.

4.3 Reading

We would hope that children read daily and that reading for pleasure is valued at all times and is not just confined to the total time spent completing home learning. This would include fostering early reading skills, where appropriate. We want to promote a love of reading in every child. We encourage parents and carers to discuss their children's books and ask questions about them to ensure that there is understanding of their book as well as accurate reading.

- EYFS and Key Stage 1 pupils are expected to be heard read at home at least 4 times per week by an adult and this should be recorded in their reading record book.
- Key Stage 2 pupils are expected to read at least 4 times per week, this should include reading on their own and to an adult. Any time spent reading can be recorded in their reading record book.

4.4 Multiplication tables

In line with the National Curriculum, by the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision. Therefore, the times tables the children need to learn have been broken down into year groups:

- Year 1 count in multiples of 2s, 5s and 10s
- Year 2 count in multiples of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- Year 3 count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Year 4 count in multiples of 6, 7, 9, 11, 12, 25 and 1,000
- Year 5 and 6 to recap, consolidate and investigate all multiplication tables up to and including the 12 multiplication table

4.5 Curriculum home learning

Home learning will consist of two pieces of Maths and two pieces of English per week during term time. Additional home learning may be set during holiday time. These pieces of home learning should

provide students with the opportunities to apply their knowledge, or review, revise and reinforce newly acquired skills. Topic home learning will also be set in relation to the class topic and children will have the opportunity to select from a range of choices, which ones they complete however this must be in line with the class teacher's requirements.

4.6 When is home learning set?

Each year group should be set home learning every week and completed and returned to school by the dates chosen by the class teacher, allowing children enough time to complete the activities which have been set. If home learning is not returned by the date chosen, pupils may be expected to complete their home learning in school.

4.7 What will home learning consist of?

4.7.1 Early Years Foundation Stage

In Year R children will be set home learning as follows:

- reading, to be recorded in the reading record book
- one piece of number work. This varies as the year progresses but generally involves a maths challenge such as counting out accurately a number of objects, measuring / weighing objects, practising number formation - all based on our current Maths Mastery topic
- one piece of phonics. This varies as the year progresses but will involve information on phonics taught that week, letter formation information and reading games based on the phonics of the week
- in the Summer Term, to encourage the children's independent writing, we send home a diary for the children to write. They write a sentence and draw a picture which is shared during 'show and tell' sessions in class

4.7.2 Key Stage One

In Year 1 children will be set home learning as follows:

- reading, to be recorded in the reading record book
- one piece of maths. This will be based on the current Maths Mastery topic
- one piece of computer-based maths work on MyMaths
- one piece of English. This may be phonics, spelling, punctuation or grammar or based on our English topic
- children will be given spellings to learn each week
- children will also receive a list of possible Topic home learning which can be completed throughout the term, to enthuse and ignite their curiosity

In Year 2 children will be set home learning as follows:

- reading, to be recorded in the reading record book
- one piece of maths which will be based on our current Maths Mastery topic
- one piece of computer-based maths work on MyMaths
- one piece of English. This may be phonics, spelling, punctuation, grammar or writing
- children will be given spellings to learn each week
- children will also receive a list of possible Topic home learning which can be completed throughout the term, to enthuse and ignite their curiosity
- on occasions children may be set additional or alternative home learning depending on their progress and learning in class

4.7.3 Lower Key Stage Two

In Years 3 and 4, children will be set home learning as follows:

- reading, to be recorded in the reading record book
- pupils will be given spellings to learn each week
- one piece of maths per week
- one piece of computer-based maths work on MyMaths
- one piece of English
- one piece of SPaG (spelling, punctuation and grammar)
- children will also receive a list of possible Topic home learning which can be completed throughout the term, to enthuse and ignite their curiosity
- on occasions children may be set additional or alternative home learning depending on their progress and learning in class

4.7.4 Upper Key Stage Two:

In Year 5, children will be set home learning as follows:

- reading, to be recorded in the reading record book
- pupils will be given spellings to learn each week
- one piece of maths per week
- one piece of computer-based maths work on MyMaths
- one piece of English
- one piece of SPaG (spelling, punctuation and grammar)
- children will also receive a list of possible Topic home learning which can be completed throughout the term, to enthuse and ignite their curiosity
- on occasions children may be set additional or alternative home learning depending on their progress and learning in class

In Year 6, children will be set home learning to prepare them for the SATs as follows:

- reading to be recorded in their reading record book
- pupils will be given spellings to learn each week
- one piece of maths per week
- one piece of computer-based maths work on MyMaths
- one piece of English such as writing or comprehension
- one piece of SPaG (spelling, punctuation and grammar)
- children will also receive a list of possible Topic home learning which can be completed throughout the term, to enthuse and ignite their curiosity
- on occasions children may be set additional or alternative home learning depending on their progress and learning in class

5. Responsibilities

It is our expectation that home learning will be completed carefully and returned on time. Teachers will offer opportunities throughout the week to provide support for children to help them with any home learning that is confusing or difficult for children to complete. Where home learning is frequently missing or not completed, late or of poor quality, the children's parents or carers will be

contacted by the class teacher. Class teachers will co-operate closely in their Key Stages to ensure high expectations and challenge are met.

5.1 The Head of School will:

- promote the school home learning policy to staff, parents and pupils
- monitor and evaluate the efficiency and effectiveness of the policy
- oversee that children are receiving home learning that will take them approximately 2 ½ to 3 hours, including the differentiation of home learning by capability of the child

5.2 The teacher will:

- promote the school home learning policy to staff, parents and pupils
- monitor and evaluate the efficiency and effectiveness of the policy
- oversee that pupils are receiving home learning that will take them the required time (see 5.1 above)
- set regular home learning activities which will include both practical and written tasks
- provide adequate and appropriate feedback to pupils through praise and encouragement, marking or testing (as appropriate)
- set high expectations of pupils in completing home learning including differentiation of home learning by capability of the pupil
- Provide box for parents to add a comment on whether the task was too easy or too hard

5.3 Parents and Carers should support their children by:

- providing a suitable place where your child can do their home learning, somewhere reasonably peaceful, with supervision if appropriate
- making it clear to your child that you value home learning, and support the school in explaining how it can help raise attainment
- providing activities that support the activities set by the teacher
- ensuring and check that tasks are completed on time and to a suitable standard
- being actively involved in joint home learning activities with the children
- contacting the child's class teacher if they have any questions about home learning
- Completing feedback box to add a comment if needed

5.4 Children should:

- do their best to complete tasks as instructed
- ask for help as appropriate
- gain increased motivation and enjoyment through home learning

Home learning should benefit the teacher, child and parents/carers by providing support and information to enable pupils to build confidence and make progress.

6. Monitoring and Evaluation

The class teacher is responsible for ensuring that the home learning policy is efficiently and effectively implemented within their class. This will be monitored by the Executive Head of School in order to ensure home learning is contributing to overall pupil learning and progress.

7. Inclusion

All children will have access to home learning, which (where relevant) is related to their current stage of learning.

8. Equal Opportunities

All children are provided with equal access to home learning. We aim to provide suitable learning opportunities regardless of gender, religion, ethnicity or home background.