



## Aims of the Home Learning Policy

- To develop further our links with parents/carers and involve them in their children's learning.
- To help parents/carers to understand more clearly what their children are learning in school so they are familiar with the progress they are making.
- To give children the opportunity to practise and consolidate their learning.
- To increase pupils' self-esteem and understanding in that their achievements are valued by both home and school.
- To extend school learning in a variety of ways.
- To support the development of skills and attitudes children need for successful lifelong learning.

It is evident that when children continue their learning at home and complete their tasks, they make good progress within school. The practice and guidelines outlined in this policy enable home learning to be effective, whilst not having an adverse impact upon family life.

### **Practice**

In order that home learning makes a real contribution to learning the school will:

- Ensure that children and parents/carers are clear about what they need to do.
- Value parents as partners in their children's learning.
- Plan tasks appropriately and structure them to support progression in learning.
- Ensure there is a regular programme so that everyone knows what to expect.
- Aim to support the parents with their child's learning.

The school recognises that the purposes and extent of homework changes as children get older.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritize or disadvantage any pupil and it helps to promote equality at this school.

## **Guidelines for EYFS and KS1**

### **Reception**

Children are expected to:

- Read regularly at home to an adult. "Little and often" is more effective and has much more impact upon progress.
- Read to an adult their bug club e-book and complete the short activity.
- Practise sounds and words of the week with an adult. In the spring term children should also practise writing these.
- Participate in "Big Talking" activities which are sent home on a Thursday

### **Year 1**

Children are expected to:

- Read with an adult at least three times a week and discuss their reading with an adult. (Prompt questions will be provided annually and will always be available on the school website)
- Read to an adult their bug club e-book and complete the short activity.
- Learn weekly spellings and practise their letter formation when writing these words.
- Participate in maths learning activities, that will be sent home on occasions, to consolidate learning.
- Participate in "Big Talking" activities which are sent home on a Wednesday.
- Complete an occasional topic based project.

### **Year 2**

Children are expected to:

- Read with an adult at least three times a week and discuss their reading with an adult. (Prompt questions will be provided annually and will always be available on the school website)
- Read to an adult their bug club e-book and complete the short activity.
- Participate in maths learning activities that will be sent home on occasions, to consolidate learning.
- Participate in "Big Talking" activities which are sent home on a Wednesday.
- Learn weekly spellings and practise their letter formation when writing these words.
- Complete an occasional topic based project.

## **Guidelines for Key Stage 2**

### **Lower KS2**

#### **Year 3**

Children are expected to:

- Read with an adult at least three times a week and discuss their reading with an adult. (Prompt questions will be provided annually and will always be available on the school website)
- Learn weekly spellings and complete spelling activities.

- Complete a weekly Maths activity to consolidate learning.
- Practise times tables weekly.
- Participate in "Big Talking" activities which are sent home on a Thursday.
- Complete an occasional topic based project.

#### **Year 4**

Children are expected to:

- Read at home at least three times a week either independently or with an adult.
- Discuss their reading with an adult at least weekly. (Prompt questions will be provided annually and will always be available on the school website)
- Use their Reading Diary to record all their reading and show that they are reading for pleasure.
- Participate in "Big Talking" activities which are sent home on a Thursday.
- Practise times tables weekly.
- Learn weekly spellings and complete spelling activities.
- Complete an occasional topic based project.

#### **Upper Key Stage 2**

##### **Year 5**

Children are expected to:

- Read at home at least three times a week either independently or with an adult.
- Discuss their reading with an adult at least weekly. (Prompt questions will be provided annually and will always be available on the school website)
- Use their Reading Diary to record all their reading and show that they are reading for pleasure.
- Complete a weekly Maths activity to consolidate learning.
- Participate in "Big Talking" activities which are sent home on a Thursday.
- Practise times tables weekly/mental maths when instructed.
- Learn weekly spellings and complete spelling activities.
- Complete an occasional topic based project.

##### **Year 6**

Children are expected to:

- Have an increased amount and variety of homework in preparation for SATs and transfer to secondary education.
- Practise SATS style questions at home.
- Read at home at least three times a week either independently or with an adult.
- Discuss their reading with an adult at least weekly. (Prompt questions will be provided annually and will always be available on the school website)
- Use their Reading Diary to record all their reading and show that they are reading for pleasure.
- Complete a weekly Maths activity to consolidate learning.
- Participate in "Big Talking" activities which are sent home on a Thursday.
- Practise times tables weekly/mental maths when instructed.

- Learn weekly spellings and complete spelling activities.
- Complete an occasional topic based project.

### **Children with Special Educational Needs**

Home Learning is differentiated where required and is linked to pupils' Support Plans. Expectations and outcomes will be in line with pupils' level of cognitive development and ability.

### **General Guidelines**

- Home learning will be checked by the class teacher but it may not be appropriate for it to be marked by the teacher if peer or self-assessment is used, or it is a discussion based task.
- Teachers keep records of home learning completed. Where concerns arise parents will be contacted.
- If children do not complete tasks without sufficient explanation, they will be expected to complete the work during their own time during school hours. We do fully understand that there may be times when children have been unwell at home or have experienced a significant event which prevents them from completing tasks. This will be taken into consideration.

### **The role of parents/carers**

There are many ways for parents and carers to help. You can read to your child and listen to your child read. You can also read what your child has written and check for presentation and accuracy. It is essential for parents to record in the diary their involvement. Do encourage your child to think for him/herself, but where there is a problem, give some guidance. Home learning should help children to be more independent and give them an opportunity to show initiative.

If homework results in unhappiness or arguments, or you feel it is taking your child too long to complete, please discuss this with the class teacher.

### **We encourage parents and carers to:**

- Provide a reasonably peaceful, suitable place in which pupils can do their home learning - either alone or in the case of younger children, together with an adult.
- Make it clear to pupils that they value learning at home, and support the school in explaining how it can help their learning.
- Make use of the local library. Look out for special events and services for children. Visit museums and places of interest.
- Help with basic skills and errors, e.g. a few spelling words, letter formation, punctuation points or a request to help look something up in a dictionary, reference book or online.

**This policy has been written in accordance with the Home School Agreement**

### **Monitoring and Reviewing**

We are aware of the need to monitor and update the school's homework policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy two years, or earlier if necessary.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	