



## HOME LEARNING POLICY

Home learning enhances pupil learning, improves achievement and develops pupils' study skills and as such, is an integral part of the curriculum. Research suggests that pupils' achievement is improved with parental involvement as long as the parents do not do too much resulting in the work no longer being the child's.

*Home learning is "part and parcel of a good education – along with high quality teaching and strong discipline"* spokesman for the Department for Education 2012.

Home learning will be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher.

This policy has been developed to ensure consistency of approach throughout the school and give clear guidance about the work our pupils are expected to complete outside of lessons

### **Aims of Home learning**

- To encourage children to develop independent learning skills
- To instil the importance of life-long learning
- To develop curiosity
- To encourage responsibility, ownership and self-confidence
- To develop self-study skills such as planning, time management and self-discipline
- To further raise standards of attainment for each child
- To further develop research skills
- To access and make use of resources available outside of the classroom
- To give the opportunity to practise and extend skills whilst giving an opportunity to develop own areas of interest
- Provide opportunities for parents to work in partnership with their child; supporting, encouraging and celebrating their learning
- To provide feedback in relation to learning in class

### **Principles**

- ✓ Pupils must take responsibility for their home learning and should be supported by their parents.
- ✓ Home learning should be issued in appropriate quantities and with completion dates.
- ✓ Tasks should be both clear and reasonable, giving children plenty of opportunities to succeed.
- ✓ Home learning should be carefully planned in order to support, extend or consolidate class work.
- ✓ It should not be seen as an "add-on" or a dispensable extra.
- ✓ Home learning should match the needs and abilities of pupils.
- ✓ Home learning is related to current work where possible and is stimulating and challenging.
- ✓ Pupils should be adequately prepared for the completion of tasks set i.e. they will not generally complete Home learning where the topic has not been covered in class.
- ✓ Be varied and not involve purely written assignments

## Home Learning Tasks

### Learning Conversations

Our school recognises a number of research studies showing that there is clear correlation between homework and academic performance. However, we also recognise that homework can be a cause of anxiety for parents, children and teachers. Therefore we facilitate a 'Home Learning Conversation' in Year 3 which forms the basis of all home learning for this year group. As children move through the school, the balance of Home Learning Conversations with more traditional homework tasks, changes. By Year 6 conversations are largely replaced by a style of homework that prepares our children for the kind of tasks they will be expected to complete as they move on to secondary school.

#### What are learning conversations and how do they work?

1. When teachers plan for the week ahead, they identify some key learning themes eg. 2D properties of shape in Maths, list poems in English or What the Romans did in History.
2. Teachers then create learning prompts or questions to enable children to continue their learning at home with their family. There are at least five questions/prompts in a week. This enables one conversation each day.

#### *Example 1*

<i>Maths</i>	<i>This week we are learning to tell the time. Ask your child to look at your analogue clock at home and tell you what the time is at three different points in your evening.</i>
<i>English</i>	<i>This week we are learning about poems. Share with your child a poem you like (it might be a traditional poem, a song or a silly rhyme).</i>
<i>PE</i>	<i>Today we have been learning to balance using two or three points of contact with the floor. During the evening ask your child to balance using a two or three points of contact pose (eg. a foot, knee, elbow)</i>
<i>History</i>	<i>This week we have started to learn about the Ancient Egyptians. See if your child can identify where Egypt is on a map and what the river is called that flows through it (The Nile)</i>
<i>Science</i>	<i>This week we have been learning about food chains. Ask your child to tell you about one food chain (eg. grass, rabbit, fox).</i>

*These activities can be extended for the more able by asking 'What if..?' or 'How do you know?' questions*

3. Parents are encouraged to write a short note in the Home-Link Book. They can use it to write what the child said, thought or did, noting any difficulties or misconceptions, areas where they seemed particularly knowledgeable or where they appeared to have forgotten what was covered in school.

#### Main Principles

1. All activities should be entirely verbal or practical with the emphasis on the child telling their family what they have learned or debating ideas, using books and using online resources to extend their ideas. These approaches consolidate what they have learned through thinking and discussing whilst raising any misconceptions. They will also open up opportunities to extend what they have been learning and utilise parental expertise.
2. All activities should generally be no longer than ten minutes although if the child seems particularly interested then this can of course, be extended. It is hoped that this will avoid putting pressure on other family time.
3. Nothing should be marked by teachers, avoiding the idea that learning only counts if it is reported back to school. However, teachers will recognise and use information gathered from the learning conversation notes in the Home-Link Book, when planning next steps in learning in class.
4. Activities will be allocated for each day, sent home on either the Friday before or on the Monday of the learning week.
5. We hope these conversations will form part of family time eg. over dinner, during bath time, in the car or walking to or from school. The activities should be a good stimuli for engaging conversations within the family but should not require specific time to be set aside which is often what causes problems for families.

## The Benefits

- For children: they don't see it as homework and benefit from engaging with their families about what they are doing all day
- For families: they have specific prompts to open up dialogue with their children and find out more about their learning
- For teachers: they have less marking but a clear idea of what learning has been retained by the child
- For Headteachers: Where this has been successful they have reported that family engagement has risen and that relationships and dialogue between home and school, have improved.

## What other expectations are there for home learning

**Years 3/4:** From spring term in Year 3 onwards, children are expected to complete MyMaths activities every other week. Once in the year they will be expected to complete a project that will be set by their teacher.

**Year 5/6:** Maths and English tasks will be given, directly linked to the learning in class. They may be paper based or using an on-line learning programme. Year 6 maths homework gives children the opportunity to practise all the skills they have learnt across the maths curriculum throughout KS2. Throughout the year, they will also be given project-based home learning tasks that can be completed over several weeks.

Homework is usually set on a Friday and returned on the following Wednesday. Giving children a longer period of time to complete homework allows parents and children to decide on an appropriate time to complete tasks which will fit in with other home commitments. We believe that taking responsibility for work and leisure time is an important life skill. The period of time allowed for some longer tasks may occasionally include a holiday period but there is no requirement for children to do home learning tasks during holidays.

It is also expected that children will continue to practise the following at least three times a week:

**Reading:** We ask that parents continue to read with their child at least three times a week, regardless of the child's level of fluency. Parents and children can refer to VIPERS for ideas about the type of questions that can be asked of the child.

**Maths:** It is important that children practise key number skills at home, including number bonds, counting forwards and backwards and practising times tables and division facts. Times Tables Rock Stars can be used for children to practise their multiplication fluency online.

**Spelling and Grammar:** Children are asked to practise their weekly spellings by logging on to Spelling shed, Bug Club and other on-line websites.

The following are guidelines for the time to be spent on longer home learning tasks over the course of one week:

**Y3/4        40 minutes**  
**Y5/6        1 hour**

All children will be expected to do home learning each week during term time.

The giving of homework shall remain flexible and adaptable to meet the needs of the individual and the demands of the curriculum. Children will be provided with homework set at the appropriate level of challenge for them. Children with Special Educational Needs will be set homework appropriate for their needs. Close co-operation regarding appropriate tasks will exist between class teachers and special needs support staff.

## **Role of the Class Teacher**

- To issue guidance regarding spellings, multiplication tables and regular reading and counting practice
- To ensure home learning is purposeful and links directly to the curriculum being taught
- To ensure that pupils have received adequate teaching to enable them to complete the home learning task
- To ensure that pupils have a clear explanation of the home learning task written in their Home-Link Book
- To ensure that home learning is set consistently across the cohort
- To ensure that the home learning task is related to the children's ability
- To give pupils feedback for each home learning task completed
- To ensure pupils have access to the on-line learning facility either at home or sometimes, inschool

## **Role of the Headteacher and Governing Body**

- To monitor and evaluate the policy
- To meet and talk with parents when appropriate
- Inform new parents to the school of the policy

## **Role of the Pupils**

- To be responsible for taking home learning home to do and return home learning to school completed on time
- To present their work to a suitably high standard that reflects the standard of class work
- To explain, present or feedback on their home learning assignments as required
- To consult their teacher if the task is not fully understood, in order to clarify any lack of understanding promptly, before work is due in

## **Role of Parents**

- To provide a suitable place in which their child can complete their home learning
- To support their child with their work, which should be completed by the child
- To make it clear to their child that they value home learning and they support the school by explaining how it can help learning
- To become actively involved and support their child with home learning activities
- To encourage their child to present work to a suitably high standard
- To praise their child when they have completed their home learning
- To comment on home learning activities in the Home-Link Book.
- To encourage their child to hand in home learning on time.
- Speak to their child's teacher if, for any reason, home circumstances do not allow home learning to be completed on time or in full.
- To alert the class teacher if unable to access the on-line learning facilities

If home learning is not completed, appropriate action will be taken by the class teacher. Initially a note will be written in the Home-link book informing the parent that homework hasn't been completed. On the third occasion, the class teacher must discuss this directly with the parent. (All parents and pupils agree to this when signing the Home-School Agreement).

This policy should be read in conjunction with all other school policies, in particular Marking and Teaching and Learning.

### **Monitoring and evaluating the success of the policy**

The policy will be monitored and evaluated by:

- Leadership Team
- Governors

The policy and procedures may be revised in light of these evaluations.

Date reviewed: June 2022