

# HOME LEARNING POLICY

<b>Author/Person Responsible</b>	<i>Kirsty Robson</i>
<b>Date of Ratification</b>	<i>14<sup>th</sup> October 2021</i>
<b>Review Group</b>	<i>Teaching Staff</i>
<b>Ratification Group</b>	<i>Teaching Staff and Headteacher</i>
<b>Review Frequency</b>	<i>Every 2 years</i>
<b>Review Date</b>	<i>October 2023</i>
<b>Previous Review Amendments/Notes</b>	
<b>Related Policies</b>	Equal Opportunities; Home-School Agreement; Stress & Wellbeing
<b>Headteacher's Signature</b>	

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices:</b>	Home Learning Policy	<b>DATE:</b>	14/10/21
<b>EIA CARRIED OUT BY:</b>	Kirsty Robson	<b>EIA APPROVED BY:</b>	Headteacher

### Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
<b>Gender reassignment</b>		X
<b>Marriage and civil partnership</b>		X
<b>Pregnancy and maternity</b>		X
<b>Race</b>		X
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)		X
<b>Gender identity</b>		X
<b>Sexual orientation</b>		X

Any adverse impacts are explored in a Full Impact Assessment.

# St Michael's Church of England Primary School, Winterbourne

Learn ~ Care ~ Enjoy

This school aims to be a learning community in which all:

- Achieve their full potential
- Are motivated to work independently and collaboratively
- Take initiative and responsibility
- Show respect and consideration for others and their environment

## ***Rationale***

We believe that home learning enhances the partnership between home and school. It has the potential to raise standards, extend coverage of the curriculum and improve pupils' study skills and attitudes to learning. There is an expectation that all pupils will participate in age appropriate homework and that all parents will support this. It is the involvement of parents/carers in joint activities, which is most valuable in promoting children's learning at home.

## ***Aim***

We want to develop the "whole" individual and, as part of this, children should undertake relevant and appropriate homework.

## ***Purposes of Homework***

To:

- deepen and embed learning from work covered in class;
- practise or consolidate basic knowledge and skills.;
- develop pupils' study skills and personal organisation ;
- develop attitudes of perseverance, self-discipline and initiative;
- develop pupils' sense of responsibility;
- foster the partnership between parents and the teacher in relation to the child's learning; and
- prepare pupils for homework at secondary school.

## ***Broad Guidelines***

- 1 Homework should be an integral part of curriculum planning i.e. relevant to learning and therefore homework tasks should be:
  - matched to children's abilities and needs
  - appropriate to the age of the children
  - realistic in amount

The class teacher is responsible for setting homework.

- 2 Parents and children will be informed about the type, timing or frequency of homework through the Class Newsletter and an outline of the weekly homework tasks set on Google classroom.

Older children are expected to take increasing personal responsibility for their homework.

Year 6 children should be experiencing a level of demand, which will help prepare them for secondary school.

Parents will be asked to ensure that their children complete their homework on time.

- 3 Homework will be focused on reading, spellings, grammar and punctuation and mathematics. These are fundamental to accessing the rest of the curriculum.

Parents play a crucial part in helping their child to memorise, rapidly recall and manipulate basic number facts and spellings. Parents are also instrumental in developing key reading skills and knowledge; helping their child to read frequent words; and recognise frequent sounds and word strings. Only they can rehearse this learning regularly enough.

**It is recognised that without this knowledge and these skills children will not succeed in the curriculum.**

**It is also recognised that parents have a huge impact on the early years of a child's education.**

<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Reading for 10 minutes 4 times per week signed by parent or child in the yellow Reading Record</li> <li>• Timestable rockstars – half an hour across a week</li> <li>• Spellings – practise these 4 times per week using Look, Cover, Write Check method (to be tested through dictation)</li> <li>• Maths activity</li> <li>• Grammar activity</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Reading for 10 minutes 4 times per week signed by parent or child in the yellow Reading Record</li> <li>• Timestable rockstars – half an hour across a week</li> <li>• Spellings – EdShed half an hour across a week</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Reading for 10 minutes 4 times per week signed by parent in the yellow Reading Record</li> <li>• Timestable rockstars – half an hour across a week</li> <li>• Spelling – EdShed half an hour across a week</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Reading for 10 minutes 4 times per week signed by parent in the yellow Reading Record</li> <li>• Timestable rockstars – half an hour across a week</li> <li>• Spelling – EdShed half an hour across a week</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Reading for 10 minutes 4 times per week signed by parent in the yellow Reading Record</li> <li>• Timestable rockstars/Numbots – half an hour across a week</li> <li>• Spelling – EdShed half an hour across a week</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Reading for 10 minutes 4 times per week signed by parent in the yellow Reading Record</li> <li>• Numbots – half an hour across a week</li> <li>• Spelling – Key words with children moving to EdShed half an hour across a week later in the year</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Spelling - 4 sounds 4 times per week</li> <li>• Maths activity</li> <li>• Reading for 10 minutes 4 times per week signed by parent in the yellow Reading Record</li> </ul>

## **Reading**

Reading is vital to all learning in school throughout a child's education. Ideally, all children should read every night, either with an adult or, as they progress, on their own. Reading material can be directed by the teacher or it may be independently chosen.

## **Mathematics**

The mathematical knowledge and skills learnt at primary school will be used throughout life. To successfully access the curriculum, all children will need to memorise number facts that can be rapidly recalled and manipulated. Counting, number bonds and times tables are three of the most important areas. Also, children need to rehearse names of shapes, and improve familiarity with mathematical concepts such as perimeter and measure. Home learning will greatly aid children's learning in these areas.

## **Spellings**

Committing spellings to memory can be greatly enhanced and accelerated by reinforcement at home. Improved recall and familiarity with spellings, increases fluency and accuracy of writing.

It is expected that spellings are learnt at home to reinforce weekly focused teaching. They may not necessarily be tested but will be used in writing.

In addition to learning spellings and multiplication tables or reading the next few pages of their reading book, homework could be;

- learning/reinforcing sounds or words through games and activities
- reading non-fiction books
- online learning set by the class teacher
- maths games or puzzles
- practical activities
- worksheets, extension activities or investigations
- geography/history/science based to either extend what is happening in class, or to prepare for a forthcoming session
- working on specific projects and topics for presentation or to share in school
- copying up some corrected work into a finished (published) format
- using the library or other sources for information
- using toys and other items at home to carry out investigations
- carrying out surveys/investigations at home
- memorising poems and songs
- watching relevant and appropriate television programmes or film clips

- 4 Not every child will be able, for a wide variety of reasons, to undertake successfully the homework tasks set.

If difficulties arise parents should be encouraged to contact the class teacher as soon as possible. Where children do not have access to the internet at home, the class teacher should be made aware and opportunities will be given for those children to complete the tasks

during school hours or be handed in paper format.

Likewise, teachers should ensure that parents are aware of any problems arising with homework.

### ***Inclusion and Equal Opportunities***

When planning homework activities, teachers will have due regard to the school's, Race Equality and Equal Opportunities Policies.

### ***Conclusion***

Homework can have an important effect on children's learning. This will have most impact when homework supports and extends the work done in class, is appropriate to the age and ability of the children, and when parents are involved in their children's learning.