



Hugglescote Community Primary School

Home learning Policy

February 2020

Definition:

Home learning is any activity which pupils are asked to do, by a teacher outside their class time, either on their own or with a carer.

**Introduction:**

This policy has been updated following parental comments and OFSTED Inspection. The aim is to clarify home learning to children and parents and provide consistency across year groups and school.

Why is home learning important? We believe that:

- ❖ it encourages children to work independently
- ❖ it can reinforce learning
- ❖ it encourages good habits
- ❖ for children in years 5 and 6 it will be good preparation for secondary school
- ❖ it gives opportunities for parents/carers to work with their child and be involved in their learning

Home learning will be set across year groups and teachers will communicate to parents/carers, using the weekly bulletin, the days homework will be sent home and the day it is to be handed in. They will also inform parents/carers of spellings and tables test days where appropriate.

Home learning should not:

- ❖ be a mismatch to a pupil's ability
- ❖ be stressful
- ❖ be repetitive tasks with no learning value
- ❖ take too long
- ❖ be carried out solely by adults

We will aim to make sure home learning:

- ❖ is consistent
- ❖ is matched to age and ability
- ❖ is enjoyable
- ❖ encourages independent learning
- ❖ encourages pupil responsibility
- ❖ provides opportunities for pupils and parents/carers to work together

Role of the class teacher:

- ❖ tasks will be explained clearly to the children
- ❖ tasks will be linked to work that has been introduced in the classroom, or is preparation for new work
- ❖ tasks will be suitable for the age and ability of pupils
- ❖ home learning will be marked or commented on
- ❖ display good examples of home learning in the classroom.

Role of pupil:

- ❖ to complete the tasks in the time set
- ❖ to follow the school expectations for presentation and handwriting
- ❖ to accept that they will be asked to do uncompleted homework in break or lunchtimes

Role of parent/carers:

- ❖ Provide a suitable atmosphere in which children can work
- ❖ Give home learning value
- ❖ Read every evening for a short time, talking about the text and pictures and ask them questions at the appropriate level.
- ❖ Fill in the reading record book.
- ❖ Practice spellings and tables regularly if set
- ❖ Provide help and encouragement (support but not do it for them)

- ❖ Encourage good presentation
- ❖ Give praise

SEN:

Pupils with Special Educational Needs will be set home learning that is within the individual pupil's capability but parents/carers need to be aware that support will be needed from them if home learning is going to be effective as a learning experience.

Monitoring:

- ❖ SMT will monitor samples of homework half termly
- ❖ Parents and children will be asked for feedback through the normal questionnaire cycle
- ❖ Governors through monitoring feedback.

Home learning Appendix:

- We expect children to read on a daily basis.
- We expect children to practice their spellings and half termly Maths key instant recall facts (KIRFs) at least three times a week.
- Each child should complete at least one project related to their half termly topic. The class teacher will provide a list of project ideas at the beginning of each topic.
- My Maths activities will be set as appropriate.
- Parents / carers can comment on homework in the child's home – school contact book.

Homework Expectations for EYFS

- In EYFS your child has their own learning pack. These activities should be practised at least 4 times per week.
- Once your child is confident reading sounds correctly and is blending to read words (as shown in their sound and word books) they will get an individual reading book to take home. We expect their reading book to be read daily and a parent/carer to write in the corresponding red reading record each time they have read.
- During each topic, in addition to these daily and weekly homework tasks, we will set a 'home challenge'... This can be brought in any time during the topic.

Year Groups	What home learning will be given?	Frequency
EYFS	<ul style="list-style-type: none"> • Reading • Word books • New sounds • Literacy and maths challenge cards • Numbers • Home challenges (topic) 	<ul style="list-style-type: none"> • Daily • Daily • Daily • As and when • Daily • Half termly
Year 1	<ul style="list-style-type: none"> • Reading • Sounds/high frequency words • Maths facts (KIRFs) • Topic 	<ul style="list-style-type: none"> • Daily • At least 3 times a week • At least 3 times a week • At least one each half term
Year 2	<ul style="list-style-type: none"> • Reading • Spellings/ high frequency words • Maths facts (KIRFs) • Topic 	<ul style="list-style-type: none"> • Daily • At least 3 times a week • At least 3 times a week • At least one each half term
Year 3/4/5	<ul style="list-style-type: none"> • Reading • Spellings • Maths facts (KIRFs) • Topic 	<ul style="list-style-type: none"> • Daily • At least 3 times a week • At least 3 times a week • At least one each half term
Year 6	<ul style="list-style-type: none"> • Reading • Spellings • Maths facts (KIRFs) • Topic • Revision Spring Term 	<ul style="list-style-type: none"> • Daily • At least 3 times a week • At least 3 times a week • At least one each half term • As appropriate
Unit	<ul style="list-style-type: none"> • Reading • IEP work • Maths – consolidation of class work 	<ul style="list-style-type: none"> • At least twice a week • As appropriate • weekly

Some classes may set additional home learning that they will communicate to you.

Signed / Date

Paul Driver
Headteacher

Rachel Wharrad
Chair Of Governing Body