



## **GATLEY PRIMARY SCHOOL**



# **HOME LEARNING POLICY**

This policy is intended as a framework for staff, parents and governors of the school. In outlining a policy for home learning including homework. The aim is to work towards uniformity in approach and a cohesive vision across the school.

**April 2022**



## **Introduction**

At Gatley Primary School, we aim to offer and deliver a beyond outstanding curriculum. This applies to the children learning at school, and children who are learning from home.

This policy outlines our rationale and aims for homework.

## **Homework**

It is our intention that homework provides opportunities for children to consolidate and extend their learning, across the curriculum. Across the school, there is a consistent approach for the setting and handing in of homework, to support children in building independence and to provide flexibility as to when this work can be completed.

We believe that there is advantage in children spending regular periods of time, initially quite short, on different learning activities devised by the school as part of a homework programme which supports the work covered in class.

This belief is grounded in research performed by the EEF, which found that 'short focused tasks or activities which relate directly to what is being taught, are more likely to be effective' (EEF Teaching and Learning Toolkit 2020).

Homework need not and should not get in the way of other activities which they may do after school - such as sport, music and clubs of all kinds.

We therefore define homework as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

### **In delivering homework we aim to promote:**

- Consistency of approach throughout the school.
- Progression towards independence and individual responsibility.
- Parents/carers to have a clear understanding about expectations from themselves and the pupil.
- Continuing the quality of learning experience offered to pupils.
- Extending and supporting the learning experience via reinforcement and revision.
- Opportunities for parents, pupils and school to work in partnership.
- Opportunities for parents and pupils to work together to enjoy learning experiences.

- Consolidation and reinforcement of skills and understanding particularly in English and Maths.
- Pupils, as they get older, to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary transfer.

### **Time Homework Given Out and Returned to Class.**

Homework will be sent out on **THURSDAYS** and this is due for return by the following **WEDNESDAY at the latest**. Homework may sometimes be set on Class Dojo and can be responded to on Class Dojo, by up-loading completed work to children's portfolios. Where recording maybe necessary, Home Learning books or folders are provided to all children. However, we encourage the children to record their homework in a way that represents their chosen or preferred learning style.

### **How much and what types of homework will the children be expected to do?**

The table below sets out the school's homework timetable and type of regular homework activities that the children will be expected to do. In addition, we expect children, from reception to Year 6, to read at home 5 times per week. For our older children, this reading may be independent. Children in Key Stage 2 should also practice timetables regularly. All children in Key Stage 2 are able to access Times Tables Rock Stars to support with this.

<b>Year Group</b>	<b>Time Allocations per week</b>	<b>Types of Activities</b> <i>This will be in addition to regular reading and phonics work</i>
Nursery	Up to 30 minutes	Typical activities may include: <ul style="list-style-type: none"> <li>▪ Show and tell preparation</li> <li>▪ Activities to support targets against the Early Years Objectives.</li> <li>▪ Phonics consolidation of weekly sound (Spring Term)</li> <li>▪ Reading books (Spring Term)</li> </ul> Activities to consolidate learning from within class.
Reception	Up to 30 minutes	Typical activities may include: <ul style="list-style-type: none"> <li>▪ Activities to consolidate in class learning.</li> <li>▪ Weekly phonics consolidation.</li> <li>▪ Activities to support targets against the Early Years Objectives.</li> <li>▪ Reading book to be shared at home.</li> </ul>
Year 1 and 2	Up to 45 minutes	Typical activities may include: <ul style="list-style-type: none"> <li>▪ Alternate English, Maths and Topic work based on work completed in class during the week.</li> <li>▪ Alternate phonics and arithmetic tasks.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Alternate English, Maths and Topic work based on work completed in class during the week.</li> <li>▪ Weekly spellings set by teacher.</li> </ul> <p>Homework might be set in CGP books for SATS style practise questions.</p>
Year 3 and 4	Up to 60 minutes	<p>Typical activities may include:</p> <ul style="list-style-type: none"> <li>▪ Weekly spellings set by teacher. The amount of spellings will depend on the ability of the child. The spellings will be moving on from the phonics in Key Stage 1.</li> <li>▪ Times tables. Practising individual times tables progressing from 1-12 times table. This then leads to times tables challenges. This may be through the use of Times Tables Rockstars.</li> <li>▪ Alternate English and Maths work based on work completed in class during the week.</li> <li>▪ Research for topic lessons. This will be used to support learning in class.</li> </ul> <p>Science based work when appropriate to the topic.</p>
Year 5	Up to 90 minutes	<ul style="list-style-type: none"> <li>▪ Alternate maths and English activities, to either reinforce concepts covered in class, or to introduce new learning.</li> <li>▪ Research for topic lessons. This will be used to support learning in class.</li> <li>▪ Science based work when appropriate to topic.</li> <li>▪ Spelling activities</li> </ul>
Year 6	Up to 120 minutes	<ul style="list-style-type: none"> <li>▪ Maths and English activities, to either reinforce concepts covered in class or to introduce new learning.</li> <li>▪ Targeted End of Key Stage test revision activities, to consolidate and re-cap on learning.</li> <li>▪ Research for topic lessons. This will be used to support learning in class.</li> <li>▪ Science based work when appropriate to class.</li> </ul>

Due to feedback, homework is not set during holidays. Instead there will be a focus on continuing to practise reading, spellings/phonics and times tables.

As an inclusive school we will ensure that children with specific difficulties have homework adapted to their needs.

If your child has been working on their homework from the required time, **it is perfectly acceptable to leave the homework unfinished with a short note from the parent/carer to explain why.**

## **Feedback**

Children will receive feedback from the teachers and their homework as soon as possible. There will be a range of ways children receive feedback about their work. This may be part of class work. Feedback could be through:

- class discussions
- sharing their work with peers
- Written feedback from the class teacher or teaching assistant. Written feedback may be given through Class Dojo where appropriate.
- Presentations of work.
- Times tables and spellings will be marked and the children will be given their scores.

## **Support Given to Homework**

Parents / carers play a vital part in supporting pupils working at home. It is important that they:

- Support children in accessing Class Dojo.
- Provide a suitable place in which pupils can do their homework - alone or together with an adult.
- Make it clear to pupils that they value homework, and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed homework.

Homework allows you to see what your child or children are doing and to support their learning. This partnership between school and home is a vital part of a successful education. We take the view that children are likely to get more out of a homework activity if parents get involved.