



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.

February 2023

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
January 2021	1		J.Marchi, G.Norman and V.McManus - draft for AGB approval
March 22	2	Review	GN
April 22	3	Review	GN
February 23	3.1	Review	GN
February 24	3.2	Review	GN

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.

UNCRC Rights Respecting Schools

We are a Rights Respecting School and this policy is underpinned by our continued work and our commitment to Unicef and the UN Convention of Rights of the Child.

This policy links directly to the UN Convention of the Rights of the child. Children's rights and responsibilities:

Article 28, "All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of."

Article 23, "Children who have any kind of disability should have special care and support, so that they can lead full and independent lives."

Article 29, "Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment."

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 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.

Year Group	Time Allocations per week	Types of Activities This will be in addition to regular reading and phonics work
Nursery	Up to 30 minutes	Typical activities may include: <ul style="list-style-type: none"> ▪ Show and tell preparation ▪ Activities to support targets against the Early Years Objectives. ▪ Phonics consolidation of weekly sound (Spring Term) ▪ Reading books (Spring Term) Activities to consolidate learning from within class.
Reception	Up to 30 minutes	Typical activities may include: <ul style="list-style-type: none"> • Pre-teach activity- introduction and preparing for new learning. • Activities to consolidate in class learning. • Weekly phonics consolidation. • Activities to support targets against the Early Years Objectives. • Project based (this may run over a couple of weeks) ▪ Reading book to be shared at home.
Year 1 and 2	Up to 45 minutes	Typical activities may include: <ul style="list-style-type: none"> • Alternate English, Maths and Topic work based on work completed in class during the week. • Alternate phonics and arithmetic tasks. • Alternate English, Maths and Topic work based on work completed in class during the week. • Reading books sent home weekly • Pre-teach activities- introduction and preparing for new learning. • Project based (this may run over a couple of weeks) • Weekly spellings set by teacher. Homework might be set in CGP books for SATS style practise questions.
Year 3 and 4	Up to 60 minutes	Typical activities may include: <ul style="list-style-type: none"> • 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. • Pre-teach activities- introduction and preparing for new learning. • Times tables. Practising individual times tables progressing from 1-12 times table. This then leads to times

		<p>tables challenges. This may be through the use of Times Tables Rockstars.</p> <ul style="list-style-type: none"> • Alternate English and Maths work based on work completed in class during the week. • Project based (this may run over a couple of weeks) • Research for topic lessons. This will be used to support learning in class. • Weekly reading using 100 top reads. <p>Science based work when appropriate to the topic.</p>
Year 5	Up to 90 minutes	<p>Typical activities may include:</p> <ul style="list-style-type: none"> • Alternate maths and English activities, to either reinforce concepts covered in class, or to introduce new learning. • Pre-teach activities- introduction and preparing for new learning. • Research for topic lessons. This will be used to support learning in class. • Science based work when appropriate to topic. • Spelling activities • Project based (this may run over a couple of weeks) • Weekly reading using 100 top reads.
Year 6	Up to 120 minutes	<p>Typical activities may include:</p> <ul style="list-style-type: none"> • Maths and English activities, to either reinforce concepts covered in class or to introduce new learning. • Pre-teach activities- introduction and preparing for new learning. • Targeted End of Key Stage test revision activities, to consolidate and re-cap on learning. • Research for topic lessons. This will be used to support learning in class. • Science based work when appropriate to class. • Project based (this may run over a couple of weeks) • Weekly reading using 100 top reads.

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

Modelling

Children will be provided with links to apps/videos/websites with the aim of supporting them with their homework through modelling and also providing options for extra challenge (e.g. Oak National Academy, Phonics apps)

Feedback

Children will receive feedback from the teachers on their homework as soon as possible. There will be a range of ways children receive feedback about their work and this may vary depending on the phase of the child:

- **EYFS**- verbal, collaboratively marked with the children and commented on Dojo. There will be opportunities for children to share work with their peers.
- **KS1**- Constructive/developmental feedback given on Dojo or within homework books.
- **KS2**- Written, purple pen feedback but also monitoring of homework by teachers with support/stretch given.

- **Written feedback may be given from the class teacher or teaching assistant and may be given through homework books or Class Dojo as appropriate.**
- **Times tables 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.