

MOORFIELD PRIMARY SCHOOL



HOME LEARNING (HOMEWORK) POLICY

Term Of Staff Review:	Spring 2023
Reviewed & Approved By Governing Body:	
Committee:	Teaching and Learning
Term of Next Review:	Spring 2025

Inspiring Creative Learners for Exciting Futures

Moorfield Primary School is firmly committed to raising the attainment of all pupils in its school and recognises the significant contribution homework can make to the personal, social and academic success of each individual pupil.

Purpose of Home Learning:

For children:

- Enable children to take responsibility for their own learning.
- Practise and consolidate skills learnt in school.
- Develop independent learning, underpinned by autonomy and perseverance.
- Encourage pupils to manage their time.
- Improve children's self-confidence and motivation.

For parents:

- Enable parents to be involved and informed about the types of learning being undertaken in class.
- Sharing in their child's learning.
- Showing an interest in their child's education.
- Monitoring their child's progress.

Aims of this policy:

- Provide a clear definition of the purpose and nature of Home Learning at Moorfield Primary School.
- To establish how Home Learning will be organised across the school.

We believe that parents are children's first educators. Home Learning is an activity to be undertaken outside of the curriculum time, which develops children's key skills. We believe home learning is key to children's progress and a valuable opportunity for children to learn with their parents/carers. The home learning we provide will focus on two elements: practising the key skill of reading and the acquisition of knowledge.

Children's core skills will be developed through daily reading. Reading will be monitored closely to ensure that children are reaching their full potential by reading each day.

Children's knowledge will be developed through the learning of information and the learning of key spellings and number facts.

Feedback

Should parents and children wish to engage in any additional extension activities, opportunities will be provided in class for children to showcase their work and/or discuss their learning. There will be no formal written feedback; the emphasis is on home learning and the children developing their own knowledge and understanding. This will ensure that home learning focuses on the acquisition of knowledge in pupils rather than the completion of a task for school.

Organisation:

Spellings – These will be issued by the class teacher each week. The spellings will be tested back in school (days to be directed by the class teacher).

Number facts - Star Bonds (number bonds) moving onto Moorfield Tables (multiplication facts). These will be set by the class teacher with the expectation of children knowing all multiplication facts to 12 x 12 by the time they leave Year 4. Moorfield Tables will be used to test pupils' knowledge of multiplication and division facts each week from Year 2. All resources are available on the school website.

Reading – This should take place every day (see Appendix 3). A major element of the home learning redevelopment has been to ensure parents and pupils have time to focus on core learning, including reading. The more children read, the more their vocabulary increases and their ability to access the whole of the curriculum dramatically increases. Children of all ages still enjoy being read to, so if your child is able to read independently, please do continue to share reading where appropriate. It is still useful to discuss their reading with them (see Appendix 4 for levelled questions).

Additional activities will be issued by the class teacher each week. These activities may be: Reinforcement of class work, researching topics and investigations, preparing for class work, reviewing, redrafting or summarising a piece of work, preparation for a presentation etc.

Monitoring the effectiveness of this policy:

The effectiveness of this policy will be reviewed annually by SLT and the Governing Body. Where appropriate, stakeholder feedback will be sought to ensure that the Home Learning policy remains effective and fit for purpose.

Revised and adopted by the Governing Body Spring 2023

	Chair of Committee	Headteacher
Signed:
Dated:

Moorfield Home Learning Appendices

Appendix 1: Roles and Responsibilities of Stakeholders

Role of the Teacher:

- Encourage and praise children when they have completed their home learning, emphasising the knowledge they have gained.
- Appropriate to the needs of the child.
- Ensure consistency across the year group.
- Provide supportive guidance for parents and pupils where appropriate.
- Set interesting tasks or activities.
- Explain when, what and how the work is to be done so that each child clearly understands the expectations of the task.
- Provide feedback either verbally or through marking.

Role of Parents and Carers:

- Encourage and praise children when they have completed their home learning, emphasising the knowledge they have gained.
- Actively be involved and support child with home learning.
- Provide the appropriate conditions, resources and a suitable space for the child to complete the home learning.
- Read with your child every day/provide opportunities for your child to read every day.
- Contact the class teacher/school if you are not sure of some aspect of the home learning.

Role of the Senior Leadership Team and Governing Body:

- Encourage and praise children when they have completed their home learning, emphasising the knowledge they have gained.
- Check compliance with/development of policy.
- Promote this policy by raising its status and importance.
- To support staff, pupils and parents in homework.
- To be aware of the specific needs of carers, bilingual parents and travelling families.
- Monitor, evaluate and develop effectiveness of policy in conjunction with other stakeholders.

Role of the Child:

- Ensure they have everything they need to complete home learning each week.
- Take responsibility for their own acquisition of knowledge.
- Make sure they understand the task(s) that has/have been set.
- Recognise the important part homework plays in their education.

Appendix 2: Progression Information

	Reading, Phonics and Spelling		Home Learning additional activity examples	
Reception	Minimum of 10 minutes per day	Daily sound boxes, word boxes and ELS harder to read and spell word lists (all up to phase 5)	Half termly home challenges grid - these will be themed to the topic and will include activities from across the EYFS curriculum - UTW, Literacy, EAD, Maths. Activities build upon and compliment what they are doing in the classroom.	
	Reading Questions and discussion of book	Spelling	Number Facts	Home Learning additional activity examples
Year 1	Minimum of 10 minutes per day	Minimum 6 spellings increasing to 10	Star Bonds (Level 1 – 8) Number bonds to 10 and then 20.	Creative projects Trips to the park Creative activity Research activity SPaG Mats Grammar Comprehension Pobble task
Year 2	Minimum of 10 minutes per day	Minimum 10 spellings (with any misspelt words included from previous week)	Star Bonds (Level 1 – 8) Number bonds to 10 and then 20. Moorfield Tables (Division 6, Division 5) (Some children may access Division 4) Multiplication tables 2, 3, 5, 10 with corresponding division facts.	
Year 3	Minimum 15 minutes per day	Minimum 10 spellings. Following a spelling rule/pattern or from the Year ¾ statutory list.	Moorfield Tables (Division 4, Division 3, Division 2), (Some children may access Division 1) Multiplication 2, 3, 4, 5, 6, 8 and 10 with corresponding division facts. My Maths	
Year 4	Minimum 15 minutes per day Questions and discussion of book	Minimum 10 spellings. Following a spelling rule/pattern or from the Year ¾ statutory list.	Moorfield Tables (Division 1, Premier League, Champions League, 50 Club) (Some children may access 75 Club) All multiplication facts to 12 x 12 with corresponding division facts. My Maths	
Year 5	Minimum 20 minutes sustained per day (usually independently although children may need clarification/support on vocabulary)	Minimum 10 spellings. Following a spelling rule/pattern or from the Year 5/6 statutory list.	Moorfield Tables (75 Club and 100 Club) (Some children may access Whizzo) Application of all multiplication and division facts. Progression to learn decimal multiplication facts My Maths	
Year 6	Minimum 20 minutes per day (this should gradually increase to 30 minutes sustained reading)	Minimum 10 spellings. Following a spelling rule/pattern or from the Year 5/6 statutory list.	Moorfield Tables (Whizzo) Application of all multiplication and division facts, roots, squares and percentages. My Maths	
Year 6 pupils will be given additional key learning activities during the Spring and Summer term to ensure that they have experience of managing a homework timetable prior to starting High School.				

Appendix 3: Reading information for home learning

Benefits of reading 20 minutes per day...

Child A

Reads 20 additional minutes per day

60 hours per school year

Exposed to **1.8 million words per year**

By the end of Y6, they will have spent **60 whole days** reading

Scores in 90% range in standardised tests

Child B

Reads 5 additional minutes per day

15 hours per school year

Exposed to **282,000 words per year**

By the end of Y6, they will have spent **12 whole days** reading

Usually scores in 50% range in standardised tests

Child C

Reads 1 additional minute per day

3 hours per school year

Exposed to **8000 words per year**

By the end of Y6, they will have spent **3 whole days** reading

Usually scores in 10% range in standardised tests

THE BENEFITS OF READING BOOKS

„A book is like a garden carried in the pocket.” (Chinese Proverb)

exercises your brain

provides knowledge and information

books are a good topic of conversation

better writing skills

reduces stress, puts you in a better mood

great and free entertainment

improves concentration and focus

enriches the language and vocabulary

develops creativity

books are a window to the world

introduces to the unknown fantasy world

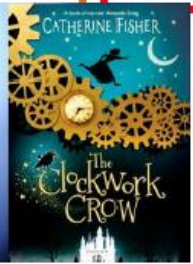
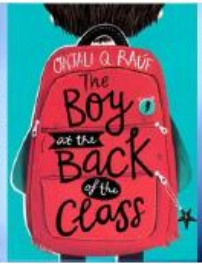
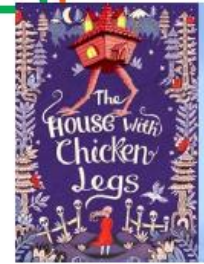
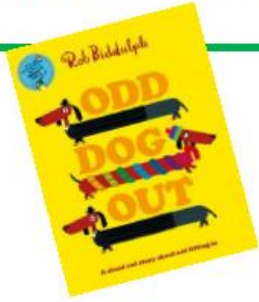
books pose questions to stimulate further reflection

good for memory

increases your ability to empathize with others

correlation
ambulance
confabulation
hermeneutics
procrastination
turtledove
decadence
confused
procrastination
alliance

designed by: gosiaarysujte.pl



Appendix 4: Book Band Progression and Reading Question Stems

Colour Band	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown	FREE READERS		
			REC			YEAR 1			YEAR 2			YEAR 3	YEAR 4	YEAR 5	YEAR 6

	Vocabulary	Retrieval	Sequencing	Inference	Predicting
KS1 Question Stems	<p>What does this word/sentence tell you about...?</p> <p>Which word has the author used to make you feel.....?</p> <p>Why did the author use the word ____ to describe....?</p> <p>Can you find any adjectives to describe...?</p> <p>Which word means....?</p> <p>What is another way of saying.....?</p>	<p>Where is the story set?</p> <p>What happened when...?</p> <p>What happened in the end?</p> <p>What do you remember about....?</p> <p>Is there a dilemma in this story?</p> <p>How was it resolved?</p> <p>Who is the main character in the story?</p> <p>What do you know about them?</p>	<p>How does the story start/end?</p> <p>When did we first meet...?</p> <p>What happened in the middle/end?</p> <p>Do you have to read this in the order it appears in the book? Why/why not?</p>	<p>How did the character feel when...?</p> <p>Why did the character do that?</p> <p>How were the others affected by this?</p> <p>What does the character mean by that?</p> <p>How would you feel if...?</p> <p>Can you explain why?</p> <p>What does this tell us about...?</p>	<p>What do you think will happen next?</p> <p>How will the story end?</p> <p>What do you think the next step will be?</p> <p>Can you think of any other stories like this? How did they end? Do you think this story will end the same way? Why? Why not?</p> <p>What could happen when...?</p>
KS2 Question Stems	<p>What does this word tell you about the character/ setting/ atmosphere?</p> <p>Which word/phrase gives us the impression that the character is____?</p> <p>Why did the author use the word ____ to describe the main character?</p> <p>How have the author's choice of words created the feeling of ____?</p> <p>What does this word mean?</p> <p>Are there any words you need to look up the definition of in a dictionary?</p>	<p>Where is the story set?</p> <p>When is the story set?</p> <p>Find a word that tells us how the character is feeling</p> <p>Which paragraph tells you?</p> <p>Which word tell us?</p> <p>Who are the key characters in the book?</p> <p>What do you know about them?</p> <p>Where in the book would you find...?</p>	<p>What is the main theme in this paragraph?</p> <p>Give me an overview of the chapter</p> <p>What is the most important message in the book?</p> <p>Is there anything you know now that you didn't before?</p> <p>How would you sum up....?</p>	<p>What makes you think? Give reasons</p> <p>Why did the character behave like this?</p> <p>What motivated the character to do that?</p> <p>What impression do you have of ___? Why?</p> <p>How did ____ react? Why did they react in such a way?</p> <p>What is the character trying to tell him/her?</p> <p>What is the author trying to tell us here?</p>	<p>What do the details in the blurb/on the cover tell us about the content of the book?</p> <p>Based on what you know, how do you think the story will develop?</p> <p>Do you think the character will change their behaviour in the future? Why?</p> <p>What do you think is likely to happen?</p> <p>What would you do in this situation? Based on what you know about the character, how will they react?</p>