



Park Road Community Primary School

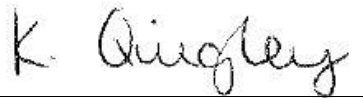
Home Learning Policy

Version Number	1.0
Date policy last reviewed	April 2024
Policy Type	Mandatory
Owner	Headteacher
Approved By	Local Governing Body
Approval Date	30 April 2024
Next Review Date	April 2026

Review Date and Summary of Changes

Date of review	Summary of changes
December 2023	Change to new format
April 2024	Changes to software used in school for supporting home learning.

Signed by:



Headteacher

Date:

30 April 2024



Chair of Governors

Date:

30 April 2024

Contents:

Statement of Intent

1. Legal Framework
2. How much time should be spent on home learning?
3. Roles and Responsibilities
4. Homework Tasks
5. Recognition of Positive Learning Through Homework
6. Additional Home Learning- Optional
7. How We Create Home-School Partnership
8. Assessment, Feedback and Marking
9. Special Educational Needs and Exceptional Performance
10. Equality
11. ICT
12. Monitoring and Review

Statement of Intent

The aim of our home learning policy is to promote learning beyond the school day as an essential part of good education. We believe that home learning not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning. In addition, the policy will enable a consistent approach by all that enables progression and independence in home learning across the school years. Pupils, teachers, parents and carers will be aware of their responsibilities and work in partnership to promote achievement and enjoyment in home learning.

The purpose of home learning is to:

- Consolidate and reinforce skills and understanding, including encouraging positive attitudes to learning
- Encourage pupils, as they get older, to develop the confidence, self- discipline and study skills to become increasingly independent learners
- Consolidate and extend basic skills and knowledge (e.g. reading, spelling / phonic, multiplication tables)
- Enable children to apply learning in real life situations
- Engage parents and carers in their child's learning
- Promote an effective partnership between the school and home

1. Legal Framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2023) 'School inspection handbook'
- Ofsted (2023) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

2. How Much Time Should Be Spent On Home Learning?

Home learning is set regularly, and the amount increases as the child gets older. The policy has been designed to allow flexibility. It takes into account family situations and other musical, sporting, artistic and club activities in which children are involved. The recommended time, agreed in consultation with all stakeholders, is as follows:

Reception

- 5-10 minutes a night, when possible – this will mostly be reading or maths activities. During the summer term, this will also include other activities such as spellings i.e. Y1 common exception words, as part of the transition into Y1 and the National Curriculum

KS1

- Year 1 1 hour spread over the week
- Year 2 1 hour spread over the week building to 1 ½ hours

KS2

- Year 3 1 ½ hours spread over the week
- Year 4 1 ½ hours spread over the week
- Year 5 2 ½ hours spread over the week
- Year 6 2 ½ hours spread over the week

As a school, we encourage parents to spend additional time reading other texts, (other than the book band book or school set texts), to and with their children in addition to the time spent on home-learning. This may include activities such as reading recipes when cooking, bedtime stories and finding out sports results by reading sports reports in newspapers and on the internet news channels.

3. Roles and Responsibilities

Teachers

- Home learning will be planned as part of the overall planning for the class
- Home learning will be differentiated, taking into account the range of pupil capabilities, in order to provide an equal and appropriate challenge for individuals
- Home learning will be clearly explained to the children
- The task planned will be suitable for completion in the home in the time recommended
- Allow children time to change their reading books
- If a child is going to be set extra home learning to help with an area of difficulty or strength, parents must be consulted and willing to support this. Parents who request extra home learning for their child will be given advice and / or extra home-learning at the discretion of the class teacher
- A regular routine of setting and assessing homework is established as part of the school timetable
- Unfinished work that is not completed in the classroom due to poor behaviour choices may be sent home to complete in addition to home learning tasks at the discretion of the teacher
- Stamp or sign homework on return. Provide feedback, either written or oral
- The class teacher will support individual children who experience difficulty in completing tasks to ensure all children can access home learning opportunities
- Suggestions of enrichment activities that are optional will form part of the termly overview
- It is not the teacher's responsibility to provide home learning for children who are taken out of school to go on holiday during term time although school may do so using discretion
- Home learning will not be set as a 'catch up' for periods of absence due to ill health. However, under certain circumstances this may be negotiated with the class teacher

Pupils

- Pupils are expected to complete their home learning to the best of their ability in the time recommended
- Pupils will present their work to the same standard as expected in school
- Pupils will use their knowledge of their basic skills to ensure they apply English and Maths skills to their work
- They will review written work recognising where they have done well and make corrections and improvements if necessary
- They will ask their teacher if unsure of the task at the earliest opportunity

Parents and Carers

- Ensure their child completes homework in a timely manner
- A quiet area with a suitable writing surface is available for children to complete homework
- Ensure equipment such as a pencil, pencil sharpener, handwriting pen, ruler, dictionary and thesaurus will be available for children to use

- Encourage children to complete homework by discussing the task instructions and reviewing completed tasks
- Allow children to complete the task with an appropriate level of independence giving help, when necessary, but not to do the task for them
- Supervised access to the internet at home is an advantage, but if this is not available to you, please talk to the class teacher so that alternative provision can be made
- Be aware of the basic skills for the relevant year group
- Sign completed tasks and praise children for their efforts
- Keep a record your child's reading in the reading journal
- If home learning set on a particular task or at a particular time causes stress for the child, above any normal reluctance, contact the class teacher for advice
- Make child minders and link club aware of your child's home learning needs as appropriate to your childcare arrangements
- Provide a note to the class teacher if there is a particular reason why home learning could not be completed

4. Homework Tasks

All year groups will be given basic skills homework weekly to be completed following the recommended time scales indicated above.

Each week regular reading, a spelling or phonics activity and a maths activity will be set. The information below gives an indication of the range of activities that may be included.

Foundation Stage

Home learning will be introduced gradually over the first term in school.

- **Reading** of a set book five times a week
- **Phonics**
- **Maths** – Practical activities - most of these activities will be short games or oral counting activities that can be incorporated into play or helping time eg counting tins as they are put away in the cupboard, sorting socks into pairs

Key Stage 1

Set fortnightly

Year One

- **Phonics and Spellings** of High Frequency Words
- **Reading of a set book** 5-10 minutes daily
- **Maths** - This will mainly be basic skills in number, measures, such as time, data and shape. This will be in the form of some practical tasks progressing towards written recording as the year progresses. Many of the tasks will involve oral rehearsal and practise. These are best learnt through short, sharp 5-minute daily sessions, or 10-15 minutes 3 times a week whichever would fit best into the child's home routines

Year Two

- **Phonics and Spellings** - Learning high frequency words. Progressing to spelling investigations of rules and letter strings
- **Reading of a set book** - 10 minutes daily
- **Maths** - This will involve more varied activities to consolidate classroom learning and rehearsal of counting, basic addition and subtraction facts. Multiplication and division facts will be introduced when the child has acquired a secure knowledge of multiplication and division in school. Recording of maths will be involved as part of the tasks as children make progress in their written methods. In addition, children may record shapes and data collection activities

Key Stage Two

As children become independent readers, the emphasis on phonics for reading lessens. Children will read for personal development, enjoyment and developing knowledge and understanding of the world. It is equally as important to maintain a regular reading habit in KS2 as it was in KS1.

As part of maths learning at Key Stage 2, school will continue to encourage children and their families to take incidental opportunities throughout the week to apply maths skills learning in everyday contexts, i.e. multiplying amounts when shopping, reading numbers in the environment, counting household items in 2s 3s or 4s etc. Children will also access TT Rockstar to support fluency in multiplication and division facts.

Years Three and Four

Home learning will be set weekly.

- **Reading** - 5 times per week – at least 10 minutes per read
- **Spellings** - Learning high frequency words, topic vocabulary and learning words with common letter strings and spelling rules
- **Maths** - The task will continue to involve varied activities to consolidate classroom learning and rehearsal of counting, mental addition and subtraction, multiplication and division facts and solving questions which involve written methods of maths. In addition, children will investigate number and shapes in the environment, data collection and measurement activities. Children will also access TT Rockstar to support fluency in multiplication and division facts

Years Five and Six:

- **Reading** - 50 minutes reading in Y5/100 minutes in Y6, recorded in reading records. This can be self-directed/recorded but a parent signature each week is required
- **Weekly spellings** - investigating spelling patterns for example modifying root words using prefixes, suffixes, learning topic vocabulary
- **Maths** - As in Years 3 and 4, the tasks will continue to involve varied activities to consolidate classroom learning, rehearsal of mental addition, subtraction, multiplication and division facts. Counting remains an important home learning activity. Children however will progress to counting in decimals, fractions and positive

and negative numbers. Solving questions which involve written methods of maths. In addition, children will investigate number and shapes in the environment, data collection and measurement activities. Children will also access TT Rockstar to support fluency in multiplication and division facts

In Y5/Y6, children will on occasions be asked to stay in and catch up independently if they do not complete or return homework repeatedly and after support has been offered.

In Y3/Y4, lunchtime support may be offered for those children who regularly do not complete their home learning.

5. Recognition of Positive Learning Through Homework

Children will be awarded Positive Points for learning completed at home as part of school's Behaviour Policy. These will be rewarded as follows:

Reception KS1, LKS2 (Y3 and Y4)

- 2 positive points for all reading completed
- 3 positive points for home learning tasks completed

UKS2 (Y5 and Y6)

- 5 positive Points for all homework set being completed

6. Additional Home Learning - Optional

In addition to basic skills home learning, each class teacher will give an overview of learning to be covered each half term, including the skills to be learned and developed through this coverage. In discussion with the children, teachers may suggest a range of ideas, activities, places to visit and websites that may support, enhance and extend this learning; these will be shared in the class learning overviews sent out every term. Children can participate in a range of open-ended activities as they choose. Again, parents can support children in this work through discussion and reviewing work but ensure it is still their own work.

7. How We Create Home-School Partnerships

- Teachers will share support materials via Seesaw on how a strategy has been taught. In addition, teachers may record videos of demonstrations. During the year, normally at Meet the Teacher, teachers will provide an overview of the year's learning and provide parents with a clearer understanding of how they can support the work done at school
- Foundation Stage (Year R) and Key Stage 1 (Years 1-2) children have a reading record in which parents and teachers can make comments about the child's reading and home learning. Parents are encouraged to make comments when they have read with their child
- Key Stage 2: Y3/4 children also have reading records and Y5/6 children have planners, which include reading records. Both children and parents are encouraged

to record reading and learning comments in these as well as initialling these to acknowledge that work has been completed by their children. We ask parents to check the home/school reading journal/home learning books at least once a week and to sign them as requested

- School also makes a commitment to read, sign and where necessary comment at least once a week in the reading/home learning diary/journals
- Half termly information sheets will be shared on Seesaw by each class teacher to inform parents and carers about the current learning in school and enrichment activities that could be done as additional home learning
- School will liaise with the local link club so that they are aware of our home learning policy
- Whether it is the parent, grandparent or carer supporting children in home learning, teachers are available on the playground at the end of the day to discuss short queries. Appointments can be made if longer discussions are needed

8. Assessment, Feedback and Marking

- All basic skills weekly homework will be marked with stickers, stamps or initials and written feedback on improvement
- Assessment of children's progress will be undertaken as part of the normal classroom assessment activities
- Feedback on any longer-term optional home learning projects will be given orally

9. Special Educational Needs and Exceptional Performance

Children whose educational needs vary significantly from their year group's normal range of expectations will follow an individual home learning plan to address their needs. The plan will be agreed between teachers, pupils, parents and carers and reviewed termly.

10. Equality

All children should have access to home learning. Please refer to the schools Equality Policy.

11. ICT

Home learning may sometimes require the use of technology such as computers with internet access. Optional activities without the need for computers will be offered. In addition, the school will provide opportunities where computer access is available in an after-school homework club for Y5 and Y6.

12. Monitoring and review

This policy will be reviewed by the Headteacher every 2 years. The next review of this policy is shown on the front cover of this policy.