

# Park Road Primary School

---

*www.parkroad.warrington.sch.uk*

---

## **HOME LEARNING POLICY PR001-1**

---

*'Unique Individuals Learning Together'*



Policy No: PR001-1  
Date of Policy: November 2016  
**Replaces Policy No: PR001**  
Ratified by governors: November 2016

Wroxham Road, Great Sankey, Warrington, Cheshire WA5 3EF  
Tel 01925 723550 Fax 01925 721580  
email [parkroad\\_primary@warrington.gov.uk](mailto:parkroad_primary@warrington.gov.uk)

POLICY

## Contents

|  |   |
|--|---|
| Aim and Purpose .....                                      | 3 |
| How much time should be spent on home learning? .....      | 3 |
| Roles and Responsibilities .....                           | 4 |
| Homework Tasks .....                                       | 5 |
| Recognition of positive learning through homework .....    | 7 |
| Additional Home Learning - Optional .....                  | 7 |
| How we create Home School Partnerships. ....               | 7 |
| Assessment, Feedback and Marking .....                     | 8 |
| Special Educational Needs and Exceptional Performance..... | 8 |
| Equality .....   | 8 |
| ICT .....  | 8 |
| Monitoring and review .....                                | 9 |

## **Park Road Community Primary School Home Learning Policy**

### **Aim and Purpose**

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.

### **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
- **KS1**
  - Year One - 1 hour spread over the week
  - Year Two - 1 hour spread over the week building to 1 ½ hours
- **KS2**
  - Year Three- 1 ½ hours spread over the week
  - Year Four - 1 ½ hours spread over the week
  - Year Five - 2 ½ hours spread over the week
  - Year Six - 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.

## **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. (See appendix 1)
- Sign completed tasks and praise children for their efforts.
- Keep a record your child's reading in the reading journal.
- If home learning 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 child care arrangements.
- Provide a note to the class teacher if there is a particular reason why home learning could not be completed.

## 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, either school book or through Bug Club five times a week
  - Phonics
  - Maths – My Maths or other 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, on a Monday to be returned by the following Friday (to allow for marking time)

### Year One

- **Phonics and Spellings** of High Frequency Words.
- **Reading of a set book** or through Bug Club 5-10 minutes daily.
- **Maths**  
This will mainly be basic skills in number, measures, such as time, data and shape. This will be through a mix of My Maths, and 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 as best fits 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 however children may choose to read in fewer but longer sessions as they engage with longer texts.

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.

### Years Three and Four

Home work will be set on a Friday, to be returned the following Friday

- **Reading** - 5 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.

### **Years Five and Six:**

- **Reading-** 50 minutes reading in Y5, self-directed Reading record in on Mondays  
100 minutes in Y6
- **Spelling-** nightly, books in every day, due in Thursday for assessment
- **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 and rehearsal of mental addition and subtraction and 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.

### **Recognition of positive learning through homework**

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

#### **Reception KS1, LKS2 (Y3 and Y4)**

2 points for all reading completed

3 positive points for home work tasked completed

#### **UKS2 – Y5/6**

5 Positive Points for all homework set being completed

### **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.

### **How we create Home School Partnerships.**

- Parents will be invited to annual workshops on practical maths and reading activities to give them a clearer understanding of how they can support the

work done at school. Workshops will be held in the evening to maximise opportunities for parents to attend.

- Foundation Stage (Year R) and Key Stage 1 (Years 1-2) children have a reading journal and a home learning book 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 (Years 3-6) children also have reading journals and home learning books and 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 make a commitment to read, sign and comment as necessary at least once a week in the reading/home learning diary/journals.
- Half termly information sheets will be sent home 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.

### **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 part of the normal classroom assessment activities.
- Feedback on any longer term optional home learning projects will be given orally

### **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.

### **Equality**

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

### **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 computers access is available in an after school homework club.



## Park Road CP School

Policy Number: PR001

Issue Number: PR001-1

Review Date: November 2018

Replaces issue no: PR001

### **Monitoring and review**

It is the responsibility of our Governing Body to agree and then monitor the school home learning policy. This is done by the Policies and Personnel Committee of the Governing Body. Our Governing Body may, at any time, request from our head teacher a report on the way home learning is organised in our school.