



HomeLearning Policy

**Aims of the Home Learning Policy:**

* To develop further our links with parents/carers and involve them in their children’s learning.
* To help parents/carers to understand more clearly what theirchildren are

learning in school so they are familiar with the progress they are making.

* To give children the opportunity to practice and consolidate their learning.
* To increase pupils’ self-esteem and understanding in that their achievements are valued by both home and school.
* To extend school learning in a variety of ways.
* To support the development of skills, attitudes and routines children need for successful lifelong learning.
* To enable our pupils to be “Secondary Ready” when they reach the end of their primary education journey.

It is evident that when children continue their learning at home and complete theirtasks, they make good progress within school.The practice and guidelines outlined in this policy enable home learning to be effective, whilst not having an adverse impact upon family life. Educational Research has found that: “*The quality of the task set appears to be more important than the quantity of work required from the pupil. Thereis some evidence thatthe impact ofhomework diminishes as the amount of time pupils spend on it increases”. Education Endowment Foundation 2021.*

# Practice

In order that home learning makes a real contribution to learning the schoolwill:

* Ensurethatchildrenand parents/carersareclearaboutwhattheyneed to do.
* Valueparentsaspartnersintheirchildren’slearning.
* Plantasksappropriatelyandstructurethemtosupportprogressionin learning.
* Ensurethereisaregular programmesothat everyoneknowswhatto

expect.

* Aimtosupporttheparentswiththeirchild’s learning.

Theschoolrecognisesthatthepurposesandextentofhomeworkchangesaschildren get older.

# EqualityImpactAssessment



Under the Equality Act 2010 we have a duty not to discriminate againstpeople on the basisoftheirage,disability,gender,genderidentity,pregnancyormaternity, race, religion or belief and sexual orientation.

Thispolicyhasbeen equality impact assessed andwe believethat it is in linewiththeEquality Act2010asitisfair,itdoesnotprioritizeordisadvantageanypupilandit helps to promote equality at this school.

# Guidelines for EYFS and KS1

We do not set 'formal' home learning each week, but we do encourage children to continue learning through play at home. The resources available on Google Classroom will facilitate this.

We want all children to develop their love of books and reading. Children will bring home booksfromthe classlibraryto shareat home.Weaskthatthesebooksarerecordedinthe home school link book.

# Reception

Children are expected to:

* Read regularlyat home to an adult.“Little and often”ismore effective and has muchmoreimpactupon progress.Thisshouldberecorded inthereadingdiary consistently. The Reading Roles should be used to support fluency and comprehension.
* Read toanadulttheire-bookwhichwillreinforcetheirphonicskillstaught systematically in school. Complete the accompanying digital worksheet.

# Year 1

Children are expected to:

* + Read with an adult at least three times a week and discuss their reading with an adult. This should be recorded in the reading diary consistently. The Reading Roles should be used to support fluency and comprehension.
  + Read toanadulttheire-bookwhichwillreinforcetheirphonicskillstaught systematically in school. Complete the accompanying digital worksheet.

# Year 2

Children are expected to:

* + Read with an adult at least three times a week and discuss their reading with an adult. This should be recorded in the reading diary consistently. The Reading Roles should be used to support fluency and comprehension.
  + Read toanadulttheire-bookwhichwillreinforcetheirphonicskillstaught systematically in school. Complete the accompanying digital worksheet.
  + Completethe“GoGraphemeGrafters”spellingactivity.

# Guidelines for Key Stage 2 Lower KS2



**Year 3**

Children are expected to:

* Read with an adult at least three times a week and discuss their reading with an adult.Thisshouldbe recorded inthe readingdiaryconsistently. TheReadingRoles should be used to support fluency and comprehension.
* Completethe“GoGraphemeGrafters”spellingactivity.
* Practise multiplication facts fluency using Rockstars twice weekly.

# Year 4

Children are expected to:

* Readathomeat leastthreetimesa week eitherindependentlyorwithanadult.This should be recorded in the reading diary consistently. The Reading Roles should be used to support fluency and comprehension.
* Completethe“GoGraphemeGrafters”spellingactivity.
* Practise multiplication facts fluency using Rockstars twice weekly.

# UpperKeyStage2

# Year 5

Children are expected to:

* Read at home at least four times a week either independently or with an adult. This should be recorded in the reading diary consistently. The ReadingRoles shouldbe used to support fluency and comprehension.
* Completethe“GoGraphemeGrafters”spellingactivity.
* Practise multiplication facts fluency using Rockstars twice weekly.
* Complete tasks in Maths and English.

# Year 6

Childrenareexpectedto:

Haveanincreasedamountandvarietyofhomeworkinpreparationfortheir transition to high school.

* + Read at home at least four times a week either independently or with an adult. This should be recorded in the reading diary consistently. The Reading Roles should be used to support fluency and comprehension.
  + Completethe“GoGraphemeGrafters”spellingactivity.
  + Practise multiplication facts fluency using Rockstars twice weekly.
  + Complete tasks in Maths, Reading and Spelling, Punctuation and Grammar (SPAG)

# AdditionalActivities



We recognise that all of families are different and have their own circumstances. Some parents and carers may wish from time to time to engage in additional learning at home. Therefore, in addition to the core tasks outlined above, all year groups will set tasks to reflect the wider curriculum. These will be reviewed termly so they remain relevant to the learningthatistakingplaceintheclassrooms.Thesewillbe sharedviaGoogle Classroom.

# Children with Special Educational Needs

HomeLearningisdifferentiatedwhererequiredandislinkedtopupils’Support Plans. Expectations and outcomes will be in line with pupils’ level of cognitive development and ability.

# General Guidelines

* + Homelearningwillbecheckedbytheclassteacher,butitmaynotbeappropriate for it to be marked by the teacher if peer or self-assessment is used, or it is a discussion based task.
  + Teachers keep records of home learning completed.Where concerns arise parentswillbecontacted.Theuseofclassdojoswillbeusedtorewardchildren for completing tasks.
  + If children repeatedly do not complete tasks without sufficient explanation, they willbeexpectedtocompletetheworkduringtheirowntimeduringschoolhours. Furthermore, negative dojos will be recorded on the school’s behaviour system. We do fully understand that there may be times when children have been unwell at home or have experienced a significant event which prevents them from completing tasks.This will be taken into consideration.

# The role of parents/carers

* + There are many ways for parents and carers to help.
  + Youcanread toyourchildandlistentoyourchild read.
  + Youcanalsoreadwhatyourchildhaswrittenandcheckforpresentationand accuracy.
  + Itis essentialforparents torecord inthediarytheir involvement.
  + Doencourageyourchildtothinkforhim/herself,butwherethereisaproblem, give some guidance.
  + Homelearningshouldhelpchildrentobemoreindependentandgivetheman opportunity to show initiative.

Ifhomeworkresultsinunhappinessorarguments,oryoufeelitistakingyourchildtoolong to complete, please discuss this with the class teacher.



# We encourage parents and carers to:

* + Provide areasonablypeaceful,suitableplaceinwhichpupilscandotheirhome learning–eitheraloneorinthecaseofyounger children, togetherwithanadult.
  + Setasideareasonableamountof timesothathome learningtasks canbe

completed andsupported.

* + Makeitcleartopupilsthat theyvalue learningathome,andsupportthe schoolin explaining how it can help their learning.
  + Keepuptodatewiththeknowledge,skillsandtheunderstandingrequiredintheir child’s education.The school website provides a wealth of support material and the school provides parent workshops to aid parents and carers.
  + Encourage theirchildrentotakeprideintheirwork.
  + Makeuseofthelocallibrary.Lookoutforspecialeventsandservicesfor children. Visit museums and places of interest.
  + Helpwith basicskillsand errors,e.g.afewspellingwords,letterformation, punctuation points or a request to help look something up in a dictionary, reference book or online.
  + Makereferencetotheimportanceofaskingforhelpfromthe teacher**before**

the duedate.School staffaretheretohelp.

# Thispolicyhas beenwritten inaccordancewiththe Home SchoolAgreement

**Monitoring and Reviewing**

We are aware of the need to monitor and update the school’s homework policy on a regularbasis, sothatwe cantakeaccountofimprovementsmadeinourpractice.Wewill therefore review this policy two years, or earlier if necessary.

**Policy written: March 2022**

**Policy reviewed: September 2022**

**Policy review date: September 2023**