

The William Hogarth School

Home Learning Policy



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1. Introduction

This policy aims to enable and support learning at home. We value all of the enthusiastic and supportive guidance that families give to their children at home and we want to help with this to ensure all children meet their potential.

2. Aims

This policy aims to:

- Ensure work set is consistent across the school and in line with age related expectations.
- Help children take ownership of their learning by making sure home learning is relevant and purposeful, with opportunities to extend, consolidate and practise school learning.
- Develop children's excitement and passion for their learning.
- Develop the effective partnership between home and school.
- Aid parents in supporting their children at home, with an understanding of how it fits in with classroom learning .
- Ensure that home learning is an interactive part of family life, providing another opportunity for parents and children to spend time together.

3. Fundamental Principles

The fundamental principles which underpin the Home Learning Policy are:

- A firm understanding that learning continues beyond the school and home learning should provide another pleasurable and interactive way for parents and children to spend time together. Home learning is never an alternative to children being able to play and spend time with their families.
- Learning and understanding are deepened through repetition and practice.
- Learning should be fun and creative. Young children learn most effectively through play. Home learning should build on this idea of play.
- Daily reading should be part of every child's routine. The most important home activity for primary age children is sharing books with an adult. This includes being read to and with, as well as reading to an adult.
- Regular practise of basic maths skills, such as multiplication tables and number facts, should be part of every child's routine.
- Regular practise of spelling patterns and key words (preferably in the context of a sentence when children are ready to do this) should be part of every child's routine.
- Challenge should increase with age and practise across the school.
- Children should take some responsibility for their own learning from an early age.

4. Principles in Action

To develop these principles, we:

- Vary the amount of home learning according to the age of the children.
- Think carefully about the tasks that are set, to ensure they are appropriate for the age and ability of each child.
- Set tasks that provide opportunities for all children to deepen their learning through repetition and practice.
- Set a consistent range of home learning across the school to enable regular practice of basic skills.
- Encourage children to take home books to read to, or with, their parents / supporting adult.

- Monitor home learning and discuss with parents if it is not completed, or not completed to an acceptable standard. (A pro forma letter will be sent home in the event of a child regularly not completing homework).
- Provide all children with verbal and written feedback on their home learning.

5. Basic Routines

- Reading regularly - at least 5 times a week - either being heard read or reading independently.
- Weekly Maths home learning (online, mental or written, depending on year group).
- Weekly phonics activities for learners in Reception.
- Weekly spelling / phonic patterns, with related words alongside some key words for children to practice using in sentences (Years 1 – 6).
- Half-termly Creative Project where families choose from a selection of different options to support the broad and balanced thematic curriculum (Years 1 – 6).
- Home learning will be set on a Thursday and is expected to be completed by Tuesday.
- Teachers will check online learning weekly to make sure children are accessing the activities.
- Reading books and pupil planners for all year groups should be brought in on a daily basis.

6. Reading

Reading at home, whether to an adult, with an adult, or being read to by an adult is the most important form of homework.

The children are encouraged to read regularly for both their own development and also for enjoyment. The frequency that books are taken home from school varies with age:

Nursery	Books will be changed twice a week. Parents should read and share the books with their child at home. We encourage books to be re-read several times as the evidence shows this has a positive impact on children's learning.
Reception	Children will take home 2 books a week. One levelled book and one choice book that parents can read and share with them at home. We encourage books to be re-read several times as the evidence shows this has a positive impact on children's learning.
Years 1 & 2	Children will take home 2 levelled books a week, plus one choice book that parents can read and share with them at home.
Years 3 - 6	Children will independently choose a new home book. These are to be brought in daily and changed when completed.

Every child at The William Hogarth School has the opportunity to visit the School Library. Children may select their choice book from the School Library.

Every child at The William Hogarth School has a Pupil Planner, which has dedicated space to record children's reading at home. This should be filled in when children read or are read to. This will enable us to see how much reading is being done at home. Each entry will need:

- the date,
- the book being read,
- how much was read and
- any comments about how they got on.

As children progress through the school (Years 5 & 6), they may begin to complete this section of the Pupil Planner themselves. Pupil Planners are to be brought in daily so they can be checked in class at least weekly and signed by the class teacher.

Confident readers may read alone or to an adult. Less confident readers and beginners should read aloud.

7. Early Years

In Reception, we set weekly Phonics practice (Read, Write, Inc) and have an Early Years newsletter that has some suggestions for how you can support your child at home.

Doodle Maths activities are available to the children throughout the year to access from home.

In Nursery, phonics resources begin to be sent home as children become ready.

8. Years 1 - 6

8.1 Spellings

Spellings / phonic patterns with example words that follow the pattern will be sent home weekly. The evidence base indicates that the most effective way for children to learn the spelling of more complex words is to practice using them in the correct context. It is not effective to simply get the children to repeatedly copy out the words just to prepare for a test. Children should practice their spellings in different ways until they are ready to put them into sentences. Children's understanding of the meaning and spelling of these words or of the phonic pattern will be checked through a dictated passage on a weekly basis.

The Year Group folder on the website will give ideas for different ways to make spelling practice fun. Children can also use their personal log-ins to access vocabulary and spelling activities via the PiXL Vocab App (free download from the App Store, Google Play, Amazon App)

<https://vocab.pixl.org.uk/>

8.2 Multiplication Tables

It is the National Curriculum expectation that all children will know a range of multiplication tables and facts (at least up to 12 x 12) by the end of Year 4. To support this, children will have weekly tracking sheets (sent home on Thursday) to help them practice their multiplication and division facts. Children in Years 3 – 6 can use their personal logins to access the PiXL Times Table App (free download from the App Store, Google Play, Amazon App Store). Children can also access Times Tables practice activities using their individual logins to Doodle Maths.

The practice children complete at home will help to prepare them for a timed test in class. It will also help them substantially with their written methods and mathematical problem solving, as they will be able to focus on their reasoning rather than calculations that need to be known by heart.

8.3 Mathematics

In Years 1 – 6, children will use the online learning platform of MyMaths or Doodle Maths to build on their maths learning in class. My Maths includes tutorials to support children and parents with methods.

In Years 1 – 4, My Maths or Doodle Maths will form the main Maths home learning. There will be 3 tasks set weekly on a Thursday. These tasks will help the children to practice and consolidate in-class learning.

For Years 5 & 6, there may be a mixture of written maths home learning and My Maths activities. These tasks will help the children to practice and consolidate in-class learning, as well as revising and revisiting previously learned concepts. Home learning tasks will be set on a Thursday.

8.4 Years 5 & 6 Grammar Home Learning

To help support the older children's grammar learning, they will be set a short weekly grammar home learning task to consolidate and practice skills taught in class.

8.5 Creative Home Learning

Creative home learning is one of the fundamental principles that underpins our Home Learning Policy and an important way for us to build effective home school partnerships. This is because we believe that learning continues beyond the school and home learning provides fun and interactive opportunities for families to spend time together. Creative home learning also encourages children to take responsibility for their own learning and to develop excitement about a range of subjects.

The children will be introduced to their new creative topic at the start of each half term. The creative home learning tasks all link directly to the topic being studied in class and will support the children's learning by giving them opportunities to learn new knowledge around their topic, explore a particular area of interest in more depth or further develop their skills.

A selection of different tasks will be provided and displayed on the Year Group page at the start of each half term. Families and children are encouraged to choose one of these projects to work on together at home, so that parents and carers can share in and further enrich the learning that is taking place in class. All children are expected to complete at least 1 project with their families, but they can complete more if they wish or are inspired to.

As projects are completed (or by the end of each half term) children should bring their creative home learning work in to school. At the end of each half term, parents will be invited to a Creative Home Learning Showcase open afternoon. This will give families an opportunity to celebrate the topic work their children have been completing in class and to see how this links to the projects they have worked on together at home.

A selection of pieces will be put on display in shared year group areas, as well as in the school library and front office.

The Creative Home Learning should not only develop children's enthusiasm for their learning, but should also give them deeper background knowledge to support the learning taking place in class during the half term. It is also a practical and creative way to further involve parents in their children's learning and progress.

8.6 Holiday Home Learning

We place great value on children having opportunities to spend time with their families, playing, talking and having fun so we will not set homework over school holidays. However, we do expect children to read or be read to every day. Children will also continue to be able to access fun learning activities online or via the Apps.

The only exception to this is Year 6 who will have revision based tasks over the holidays.

We will provide details of optional, whole school projects for families to enjoy during the holidays should they so choose.

8.7 Whole School Home Learning

On occasion, children in the school are asked to contribute to an activity or concert by learning – words to a poem, play or song etc. Learning by heart in these situations helps children develop techniques for learning, contributes to their self-esteem by giving them an opportunity to experience success and participate fully in the activity. It also contributes to the whole school ethos, developing a sense of responsibility for team success. Families and children are encouraged to value this home learning so that it is done alongside any other home learning set by the class teacher.

9. Marking

All weekly written home learning will be marked.

All online activities will be monitored by class teachers weekly.

Creative home learning will be shared amongst the children's peers and they will have the opportunity to receive peer and teacher written feedback, as well as completing some self-assessment. Families will be invited in to celebrate creative home learning projects half-termly.

10. Home learning that is not being completed

Parents are encouraged to talk to their child's class teacher if their child is unable or unwilling to complete home learning tasks independently. This is so that class teachers can provide additional support to families.

We will also offer some after school homework clubs in the school library for parents to support their children in a friendly and hardworking atmosphere. If you would like to attend any of these sessions, please speak to your child's class teacher.

Class teachers will discuss any concerns about home learning tasks initially with children and then parents in order to find out the reasons behind incomplete tasks. Overall, the responsibility for ensuring children are doing their home learning rests with families, but teachers will offer support if needed.

11. Links with other policies

This home learning policy is linked to the following policies:

- Behaviour policy
- Special Educational Needs policy
- Equality policy

12. Inclusion

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to home learning may be differentiated to cater to the needs of the pupil.

The school's Leader of Inclusion will evaluate a pupil who has challenges with home learning to determine how they can be supported.

Our school policies are inclusive. Any approach to home learning that is homophobic, biphobic or transphobic (HBT) will be considered unacceptable.