



NEWBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

Home Learning Policy

Reviewed: Spring 2020
Next Review: Spring 2021

Aims of Home Learning

- To develop an effective partnership between the school and parents/carers in pursuing the aims of the school (home learning is referred to in our Home/School Agreement);
- To consolidate and reinforce skills and understanding, particularly in English and Mathematics;
- To encourage pupils as they get older to develop the confidence and self discipline needed to study on their own, and prepare them for the requirements of secondary school.

In primary school, the purposes of Home Learning change as the pupils get older. For children in the Foundation Stage and Key Stage 1, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose. Short activities of different kinds – simple games, learning spellings and number facts and reading together – provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older, home learning provides an opportunity for children to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 6, their home learning programme should cover a wide range of tasks and curriculum content, with a regular schedule. This approach will benefit their learning and also ensure that, in relation to home learning, as much as other aspects, their transition to secondary school is as smooth as possible.

In order to support this transition to Secondary, a Homework Club will be provided on a Tuesday lunchtime for any child in Year 5/Year 6 who is not able to complete their homework at home.

The DfE does not prescribe the amount of homework that should be set or how it should be marked. However, the DfE is supportive of homework and believes that it can help children enjoy school, achieve and reach their potential. The senior leadership team will monitor the amount being set and ensure it is appropriate in pitch, expectation and time taken to complete.

Mathematics

Maths homework will be linked to programme called 'Mathletics'. The work is set by the class teacher and is completed online. All children will be given a username and password and will have been shown how to access the site in school before any homework is set. Class teachers can monitor how well each child has achieved in their homework and can plan subsequent activities to ensure each child is successful with the learning outcomes. The online homework will sometimes be completed alongside traditional paper based tasks. This homework will be set on a fortnightly basis.

Reading

Regular reading is vital. For children in the Foundation Stage and Key Stage 1, learning at home should very largely consist of regular reading with parents and carers, looking at books together. Reading practice and listening to others read then continues to be essential right through primary

school. All primary school age pupils should either read to their parents or carers, listen to them reading or, if they are fluent readers, read on their own for at least 10 to 20 minutes a day. This may be done in the context of homework, for example, a six year old reading their school reading book to a parent or a ten year old reading a reference book for a history project. Or it may be done separately – parents reading stories to children or children reading out signs or notices on the way to school.

Spelling and Phonics

KS2 children will be given weekly spellings to learn and KS1 children will be provided with phonic related tasks and activities.

Creative Homework

Each half term, we set creative homework which is linked to each class's topic. Children can complete these tasks in a variety of ways at home and will be given choice about how to present this. For example, children may choose to make a model, artefact, poster PowerPoint, film etc.

Home Learning Overview

Foundation Stage

Reading	Phonics	Phonics Activity
Daily Reading of school Reading book – 10 minutes per day	Flashcards – Daily	One activity per week – 10 minutes

Key Stage One

Reading	Phonics/Spelling	Creative	Mathletics
Daily Reading of school Reading book – 10 minutes per day	Y1 – Phonics Booklet (weekly) Y2 – Three spellings/ sentence activities	One open activity per half term	Up to two activities per week

Key Stage Two

English	Phonics/Spelling	Creative	Maths
Daily Reading of school Reading book – 15 minutes per day Linked English task – 1 per fortnight	Up to 10 spellings per week – tested on a Friday morning	One open activity per half term	Up to two activities per week on Mathematics. Y4 - Times Table Rock Stars

Year 6 – (Spring Term Only)

Reading	Grammar, Punctuation, Spelling	Creative	Maths
Daily Reading of school Reading book – 15 minutes per day 10 Minute SATs Test Booklet weekly	Up to 10 spellings per week – tested on a Friday morning 10 Minute SATs Test Booklet weekly	One open activity per half term	10 Minute SATs Test Booklet weekly

Special Educational Needs

To ensure that the right type and amount of homework for children with special educational needs is achieved, tasks will sometimes be set by ability. It is important that all children should do as much in common with their peers as possible. Setting appropriate homework, which does not demand too much or too little, needs close co-ordination between class teachers, SENCOs and parents. Tasks should:

- Have a very clear focus
- Give plenty of opportunities for pupils to succeed
- Help develop social as well as other skills where necessary
- Be varied – and not purely written assignments
- Be manageable for teachers

Equal Opportunities

The purposes of homework should apply equally to all pupils.

The Role of Parents and Carers in Supporting with Home Learning

Parents and carers should be encouraged to:

- Provide a reasonably peaceful, suitable place in which the pupil can do their learning at home – alone or, more often for younger children, together with an adult;
- Make it clear to pupils that they value the task, and support the school in explaining how it can help their learning;
- Encourage pupils and praise them when they have completed their learning;
- Parents and carers of younger children, in particular, should be encouraged, as far as possible, to become actively involved in joint learning activities with children. To help in this they may need careful guidance from class teachers;
- By signing the Home/School Agreement parents and children agree to carry out their responsibilities for homework;
- Parents are always welcome to seek advice or clarification of any tasks set.

Feedback for Pupils

Providing individual written feedback is demanding for teachers, the range of tasks set for homework will take this into account, with the aim of keeping the workload of teachers manageable. Other strategies to achieve this objective will also be employed, such as: asking pupils to review their own work in small groups; recognition of children's efforts (for example through the use of reward systems such as stamps, stickers, 'Proud Of's' and House Points) as this is essential in maintaining pupils' motivation.

Monitoring and Evaluating the Policy

Comments from teachers, parents and pupils will be taken into account when evaluating this policy.