

Withycombe Raleigh C of E Primary School

Home Learning Policy

This policy was written and adopted April 2016

The policy to be reviewed in April 2018



Introduction

This Policy has been prepared by the Senior Leadership Team after consultation with Parents, Governors and Staff, so that there is a clear expectation and rationale to Home Learning. This policy will be reviewed and evaluated every two years and brought up to date.

The consultation survey carried out with parents in January 2016 supported the following statements:

1. Home Learning was a valuable way of contributing to the learning experience of children.
2. Home Learning could develop parental involvement and partnership in their children's education.
3. Home Learning was valuable in making the child more responsible and independent for their learning.
4. Home Learning should develop a positive work ethic and organisational ability.

The policy recognises that the amount of time and range of home learning activities should be progressively extended as the children increase in age. It also recognises that children need to play and relax, as well as having the opportunity to be involved in a range of out of school activities and clubs.

We also believe that a carefully balanced home learning programme is beneficial for children for the following reasons:

- To give parents opportunities to be directly involved in their child's learning
- To reinforce the partnership between home and school
- To consolidate skills learnt in school and give opportunities to extend learning

This policy outlines our commitment to home learning.

Homework vs Home Learning

Should teachers give homework to children? If so, how much and what type of homework should be assigned? How much time should students spend on homework? What roles should parents play in their child's homework?

Quite a bit of research has been done over the decades on homework and the evidence is fairly clear in terms of the type of home learning that has a positive impact on pupil learning and the type of work set that does not.

We are well aware of the important role parents play in supporting their child's learning. One of the key indicators of a pupils' success at primary school is the level to which parents and carers engage in what their child is learning.

Traditional models of homework, when a child is set a series of questions to work through, have little to no impact upon learning and in some cases have a negative impact. Children can see the exercises as pointless and lose enthusiasm in learning which can be incredibly damaging.

What works?

When homework works best, pupils are allowed opportunities to 'prepare' for a topic or area of learning, complete a project and/or read around it, following their own lines of enquiry or interests. This type of Home Learning encourages pupils to develop independence and a love of knowledge. They find things out for themselves and therefore have a far greater ownership over what they have learnt.

Some aspects of learning simply need practise, such as reading and recalling facts. These are incorporated into our approach ensuring that our pupils develop an independent approach to learning, whilst also consolidating key facts, and practising skills.

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How can parents support Home Learning?

Parents have an important role to play in supporting this approach to Home Learning. Simply sending your child to their room with a pencil and their homework book does not work. For our pupils to achieve success we need parents to take an interest in what their children are learning.

Here are some tips from the Department for Education as to how parents can best support their children;

1: Make Time: your child will benefit from you taking an interest in what they are doing.

2: Experiences: Try and link life and leisure experience to your child's school work e.g. visits to the park, museum or days out.

3: Talk: Make time to ask your child about what they are studying and what they have learned. Another great way to show you are interested is to attend school activities such as parents' evenings and sport events.

Home Learning Schedule

Year Group	Phonics and Reading*	Maths	Spelling	Topic
Time allocation per week	*Based on reading 5 x in one week			
Foundation (1 hour 25 mins per week)	Phonics 20 mins per week to include phonemes learnt that week, key words and a phonic extension task, e.g. Bingo game. Home Reading 5 -10 mins per evening	N/A	Linked to Phonics work at this stage	All About Me Book – giving children opportunities to practise mark making and writing. 15 mins per week
Year 1 (1 hour 35 mins per week)	Home Reading 10 mins per evening	1 x 20 minute Maths activity per week reinforcing learning from class.	Literacy task every fortnight (20 mins, rotated with a Spelling task.	N/A

		5 minute mental and oral maths task	Patterns and rules are taught in school. Children should learn selected spellings each week from the Statutory Word lists which can be found on the school website.	
Year 2 (2 hours 10 mins)	Home Reading 15 mins per evening	1 x 20 minute Maths activity per week reinforcing learning from class Additional times table practice 10 minutes per week (2,3,5 and 10 x tables) or mental maths task	Spelling Patterns and Rules are taught in school. Children should learn selected spellings each week from the Statutory Word lists which can be found on the school website. (10 mins per week)	1 topic based project per half term. This could be in the form of further reading, research, project work or pursuing a particular interest related to the topic studied. This project should be led by the child's interest and desire and can involve model making, ICT, Art, baking etc (ongoing alongside other work – approx. expectation of 15 mins a week).
Year 3 (2 hours 35 mins)	Home Reading 20 mins per evening	1 x 25 minute per week Maths activity reinforcing learning from class.	Spelling Patterns and Rules are taught in school. Children should learn selected spellings each week from the Statutory Word lists which can be found on the school website. (30 mins per week) This is rotated with Topic Based Projects each fortnight. This could be in the form of further reading, research, project work or pursuing a particular interest related to the topic studied (30 mins per week)	

<p>Year 4 (2 hours 35 mins)</p>	<p>Home Reading 20 mins per evening</p>	<p>1 x 25 minute Maths activity per week reinforcing learning from class. Including the additional times table practice.</p>	<p>Spelling Patterns and Rules are taught in school. Children should learn selected spellings each week from the Statutory Word lists which can be found on the school website. (30 mins per week)</p> <p>This is rotated with Topic Based Projects each fortnight. This could be in the form of further reading, research, project work or pursuing a particular interest related to the topic studied (30 mins per week)</p>	
<p>Year 5 (2 hours 55 mins)</p>	<p>Home Reading 20 mins per evening</p>	<p>1 x 30 minute activity per week reinforcing learning from class. Including the additional times table practice.</p>	<p>Spelling Work set over a week, with the expectation of this taking place each evening (5 x a week) for 5 mins.</p> <p>Literacy Tasks to reinforce class learning for 30 mins a week.</p> <p>There will be one piece of topic work at the start of a new term, which will be home learning spanning 2 to 3 weeks. When this takes place there will not be any literacy tasks.</p>	
<p>Year 6 (3 hours 35 mins)</p> <p>*Year 6 will have additional holiday tasks, e.g. Practice Papers.</p>	<p>Home Reading 20 mins per evening</p>	<p>1 x 45 minute activity reinforcing work in class. To include daily Times Table Practice</p>	<p>Literacy Task to reinforce class learning for 45 mins.</p> <p>Spelling Work set over a week, with the expectation of this taking place each evening (5 x a week) for 5 mins.</p>	<p>N/A</p>

Reading:

It is important that children read every day (5 x per week) at a level with which they are confident and comfortable. Even once your child is a fluent reader it is still essential to read and discuss books with your child as well as to read to and with them. This enhances comprehension skills and understanding.

Times-tables:

Children need to have quick mental recall of number facts; we expect pupils to know all of their tables up to 12 x 12 by the end of Year 4.

Consolidation: Periodically, teachers may set consolidation home learning in English or Maths. If a concept has been particularly tricky to master in class or further practice is required then it can be beneficial to spend some time at home rehearsing what has been covered in class.

Find out more:

- Visible Learning: Professor John Hattie
- Toolkit of Strategies to improve Learning: Sutton Trust
- Department for Education: www.education.gov.uk
- The Facts on Education: How useful is homework? www.cea-ace.ca