



Home Learning Policy

This policy was written and adopted September 2024

The policy to be reviewed in September 2025

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 year and brought up to date.

The consultation survey carried out with parents in July 2024 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 pupil's 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 practice, 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	Number Facts	Spelling	Other
Foundation	Phonics 20 mins per week Home Reading (ebook) 5-10 mins per evening			All About Me Book
1	Home Reading (ebook) 10-15 mins per evening		Spelling patterns and rules are taught in school. Children should learn selected spellings each week via Spelling Shed	Further Home Learning may be set throughout the year. This may include: Maths or English exercises Topic based research Reading about a topic before starting learning in school
2	Home Reading 10-15 mins per evening (ebook if applicable or school reading book)	Weekly X table practice 20 mins per week (2, 5 and 10 x tables)		
3	Home Reading 15-20 mins per evening (ebook if applicable or school reading book)	Weekly X table practice 25 mins per week (3, 4 and 8 x tables)		
4	Home Reading 15-20 mins per evening (ebook if applicable or school reading book)	Weekly X table practice 30 mins (6, 7, 9, 11, 12 x tables, including related division facts)		
5	Home Reading 20-30 mins per evening (ebook if applicable or school reading book)	Weekly X table practice 15 minutes per day including square numbers and multiplication and division of decimals		
6	Home Reading 20-30 mins per evening (ebook if applicable or school reading book)	Weekly X table practice 15 minutes per day including using related facts e.g. $3 \times 4 = 12$ $30 \times 40 = 1200$ $0.3 \times 0.4 = 0.12$		

Seesaw:

Home Learning will be set each week on a Friday with a reminder being placed on Seesaw and in the newsletter. All families will be provided with a Seesaw log-in at the start of the Autumn Term.

Reading:

It is important that children read every day 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. These activities will be shared on Seesaw but paper copies will also be made available for children to take home.