



Blowers Green Primary School Home Learning Policy June 2019

1. Introduction

'A good well managed home work programme helps children to develop skills and attitudes they will need to develop successful, lifelong learning. Homework also develops the independent learning skills and provides parents with an opportunity to take part in their children's education'

2. Home Learning

At Blowers Green Primary School we believe that home learning can be a part of a child's education and that our children can benefit from the mutual support of parents and teachers in encouraging them to learn both at home and at school. One of the aims of our school is for children to develop as independent learners and we believe that home learning is one of the ways in which children can acquire the skill of independent learning. It can also be a way of establishing a meaningful dialogue between home and school.

3. Aims and Objectives

At Blowers Green we feel that there are three aims for our home learning;

- i. To consolidate and reinforce children's skills and understanding, particularly in numeracy and literacy.
- ii. To encourage pupils to develop the confidence and self-discipline to study on their own and help children develop good work habits for the future.

- iii. To provide opportunity for parents to become involved in their children's education.

4. The Role of Parents

Parents have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents to encourage their child to complete the home learning tasks that are set. We invite parents to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the

library regularly and by discussing the work that their child is doing. Parents are encouraged to check their child's home learning diary regularly for comments from teachers and to communicate with their child's teachers.

If parents/carers have any problems or questions about home learning, they should, in the first instance, contact the child's class teacher via the home learning/reading diary or through an informal message in the morning.

5. The Role of the Child

We believe that all children should take responsibility for remembering to take their home learning, spellings and reading books home in order to complete the work set and remember to bring them back in to school on the due date.

6. The Role of Teacher

Each teacher will:

1. Set meaningful home learning.
2. Maintain a record of returned home learning.
3. Mark all returned home learning.
4. Provide relevant feedback and support to the child where necessary.
5. If there is an issue with a pupil's home learning, contact parents individually either verbally or through the child's home learning diary.

7. Types of Home learning

We set a variety of home learning activities. We encourage the children to read by giving them books to take home to read with their parents. We also ask children to learn spellings/'Super Sentences' and/or times tables as part of their home learning. Not all home learning will necessarily be written and it may involve playing number or word games. Sometimes we ask children to find information about a topic at home, prior to studying it in school which may involve a trip to the local library.

Reception

- Daily phonics/sound of the day
- Key words to learn related to the phonics programme
- Reading books to share with parents
- Small activities 'as and when' in order to develop a specific concept at home - for example 'Can you play Eye-Spy with your child with words beginning with the 'a' sound.

Year 1

- Spellings related to the phonics phase being taught in school that week
- Reading books to share with parents, accompanied by a reading record for parents to sign and make any comments they feel necessary
- A maths activity linked to learning in class that week.

Year 2

- 'Super Sentences' which reinforce children's spelling, grammar and punctuation.
- Reading books to share with parents, accompanied by a reading record for parents to sign and make any comments they feel necessary
- A maths activity linked to learning in class that week or times tables/number facts.

Years 3-6

- Daily reading; the children should read daily and record this in their home learning/reading diary.
- Literacy; the child will be given 'Super Sentences' to learn in order to reinforce spelling, punctuation and grammar. The sentences will run over a two week period with the children undertaking an accuracy test each week.
- A variety of maths questions linked to the mathematics curriculum they are currently working.
- On occasion, children will have a piece of work to complete from another area of the curriculum e.g. Science, History, and Art
- Occasionally Years 3, 4 and 5 may have personal topics/project work linked to topics covered in school

For those children who attend after school home club or learning lounge, homework can be completed in these sessions.

Following the completion of home learning, the teacher will provide feedback in class and make an assessment of the work which will inform the planning of future lessons.

In all year groups, parents will be contacted by the class teacher if home learning is not handed in regularly. If home learning is not completed, children attend 'rethink' in the library - held daily during lunchtime - where they will complete their homework task.

8. Amount of Home learning

We increase the amount of home learning that we give the children as they move through the school. This is in line with the most current DFE guidelines.

Reception and Years 1 and 2	We expect children to spend approximately one hour a week doing home learning, which includes reading with a parent daily.
Years 3 and 4	We expect children in Years 3 and 4 to spend approximately 15-20 minutes per night on home learning this includes reading, learning time tables, spelling and specific home learning tasks.
Years 5 and 6	We expect children in Years 5 and 6 to spend approximately 30 minutes per night. Once again, this includes reading, learning time tables, spelling and specific home learning tasks.

9. Home Learning Challenges

In addition to set home learning as outlined above, we encourage pupils to engage in a range of other learning activities. We call these 'Challenges'.

Pupils are encouraged to take part in a range of different challenges that cover both core and non-core subjects. Challenges are designed to be age

appropriate and encourage independence, learning and research. Following completion of a challenge, pupils are assessed and, when successful, are awarded a subject challenge badge in assemblies.

To further support with learning times table facts, all children are provided with a log-in for **Times Table Rock Stars** - a website that enables children to practise rapid recall of times table facts. The website address is <https://ttrockstars.com>.

10. Pupils with Special Educational Needs

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

Where children have an Education Health Care Plan (EHCP) that includes an educational need, we refer to these when setting home learning. Parents are encouraged to work on targets from their child's EHCP at home.

11. Monitoring and Review

The home learning policy will be formally reviewed every two years. However, parents complete a questionnaire every year and the school will pay careful consideration to any concern that is raised at that time regarding home learning.

12. Equal Opportunities

This policy adheres to all the principles, aims and objectives set out in the school's Equal Opportunities and Race Relations policy and the Inclusion policy.

Reviewed by Governors: June 2019

Next review date: June 2021