

# Sebert Wood Community Primary School

Home learning policy



Date reviewed – Summer 2018

Date to be reviewed – Summer 2020

Approval by: Curriculum committee

Signature of Chair of Governors:

All forms of work outside school are of value to the child, but the greatest gains in learning and motivation are to be achieved in activities that the child takes part in voluntarily with enthusiasm. Home learning could be anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Home learning encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with home learning.

## Rationale for home learning

- One of the aims of our teaching is for children to develop as independent learners, and home learning is one of the ways in which children can acquire the skill of independent learning and develop self discipline, a positive attitude to work, organisational skills and personal responsibility.
- Home learning can play an important part of a child's education, and can add to a child's development and stimulate children's sense of enquiry, wonder and enthusiasm.
- To consolidate and reinforce skills taught in school.
- We see home learning as an example of cooperation between teachers and parents and a way to involve parents and carers actively in their child's learning.
- It can provide a useful link between one lesson and the next and provide communication between school and home.
- It can provide educational experiences not possible in school.
- Home learning can play a positive role in a child's learning however it is vital for development that children have free time and time to play and relax. Home learning activities should not put pressure on time at home or prevent children from taking part in out of school clubs or other organisations. If home learning becomes a challenge or is taking an undue amount of time please talk to your child's teacher, we are here to help.

Examples of valid activities which can be important to the development of the whole child and support the work of the school;

- Attending clubs outside of school
- Personal hobbies
- Attending organisations such as cubs, brownies, etc.
- Community activities (including religious/church activities)
- Sport activities outside of school
- Visits to museums
- Attending sporting events

## Definition of home learning

Home learning refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. This might be:

- a one-off project that the children take part in e.g. planning a children’s assembly, a design competition, story or poetry writing for a purpose
- research activities for a topic at school through books or the internet, or personal research relating to pupils interests or hobbies
- bringing own books or objects of interest in from home
- preparation for a presentation given in class
- part of a regular pattern of skill reinforcement
- undertaking a survey or interviewing an adult

Research undertaken by the Education Endowment Foundation suggests that home learning is most effective if:

- parents are involved and engaged in the activities the child does at home
- tasks are short focused ones which relate to and reinforce directly what is being taught, and which are built upon in school
- the purpose of home learning is made clear to children

## Homework expectations

### Nursery

<b>Language and literacy skills</b>	Reading activities to develop book knowledge and recognition of words and sounds will be given. Reading to parents or carers / listening to a parent or carer reading / discussing books. <i>(where appropriate to the developmental needs of the child)</i>
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### Reception

<b>Language and literacy skills</b>	Reading activities to develop book knowledge and recognition of words and sounds will be given. Reading to parents or carers / listening to a parent or carer reading / discussing books. <i>(where appropriate to the developmental needs of the child)</i> Reading to parents or carers, using a reading book from school, Recording comments in the reading log and discussing it with your child / listening to a parent or carer reading / discussing books and reading with children. Learning of ‘high frequency words’ using lists supplied by school. Follow up letter or number formation activities.	Throughout the school year.
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### Year 1

<b>Language and literacy skills</b>	Reading to parents or carers, using a reading book from school, Recording comments in the reading log and discussing it with your child / listening to a parent or carer reading / discussing books and reading with children. Revision of ‘high frequency words’ using lists supplied by school. Follow up letter or number formation activities. Spellings- Word lists and word families linked to class learning and National Curriculum English Appendix 1.	Throughout the school year.
<b>English, Maths or Topic</b>	A number activity, short writing task or topic activity linked to class work.	From the start of the summer term

## Year 2

<b>Literacy skills</b>	Reading using a reading book from school, recording comments in the reading log and discussing the book with your child / listening to a parent or carer reading / discussing books and reading with children.
	Revision of 'high frequency words' and phonics for reading and spelling using lists supplied by school, as required
	Use of catch up or booster reading programmes, as applicable.
	Spelling- Word lists and word families (advanced phonics) linked to class learning and National Curriculum English Appendix 1.
<b>English Task</b>	A short task linked to work in English or another area of the curriculum.
<b>Maths</b>	Number games or short tasks to reinforce learning in class.

## Lower Key Stage 2 - Years 3 & 4

<b>Literacy skills</b>	Reading on their own, using a school reading book or other text type / reading a specific text for a topic in school.
	Continuation of supported reading by adults hearing them read and asking comprehension questions.
	Spelling- Word lists and word families (advanced phonics) linked to National Curriculum English Appendix 1.
<b>English Task</b>	Short tasks linked to work in English are included within the learning menus.
<b>Maths</b>	Consolidation or reinforcement of skills in Maths – number games, challenges, learning of multiplication tables and KIRFS- Key recall facts Games set on the Mathletics website (Y4 only) are reinforcement of skills taught that week.
<b>Learning Menu</b>	Pupils choose one task to complete each week from a wide range of activities across the wider curriculum linked to their half-termly topic.

## Upper Key Stage 2 - Years 5 & 6

<b>Literacy skills</b>	Reading on their own, using a school reading book or other text type / reading a specific text for a topic in school.
	Continuation of supported reading, as applicable.
	Spelling- Word lists and word families linked to National Curriculum English Appendix 1.
<b>English Task</b>	Short tasks linked to work in English are included within the learning menus.
<b>Maths</b>	Consolidation or reinforcement of skills in Maths – number games and challenges, including KIRFS- Key recall facts Games set on the Mathletics website (Y5 only) are reinforcement of skills taught that week.
<b>Learning Menu</b>	Pupils choose one task to complete each week from a wide range of activities across the wider curriculum linked to their half-termly topic. (Year 5 throughout the school year/ Year 6 autumn term only)
<b>Year 6 Tasks</b>	SATs preparation work books and transition activities completed in spring and summer term

## Learning Menus in KS2

The Learning Menus allow children to select the tasks that interest them. We hope they give children and their families' greater flexibility so that they can plan home learning tasks around their busy lives. Some are more complex and will take longer than others and we encourage children to pick tasks that can be managed within a reasonable amount of time.

**Additional Support**

Some children who attend 'early intervention' groups and children with special needs are also given home learning to provide reinforcement of particular skills, opportunities for 'overlearning' and targeted tasks.

**Marking and recording home learning**

Written work will be marked and returned to the child if appropriate. Some tasks will form part of school work for a particular subject or topic.

**Keeping parents informed**

Teachers will generally set home learning on a specific day of the week, parents will be informed of this in weekly parentmail communication. Pupils in KS2 are also expected to take responsibility for keeping track of home learning and for keeping parents informed about home learning. Home learning days will vary at certain times of the year when the school is involved in special events. [Learning menus can be accessed from the school website.](#)

**New Technology**

The school will take opportunities to use new technology to enhance home learning and support the use of the school website and other software such as Mathletics.

**Equal Opportunities**

The school will assist any children who are not supported by the family to undertake home learning activities so that they are not disadvantaged e.g. staff may support children preparing an assembly. There is access to the internet for families after school when they do not have this facility at home.

Home learning will be set to meet the needs of all learners either through differentiation or through tasks which have an outcome that can be achieved at different levels.

School information can be printed and published in different languages to meet the needs of families where English is an additional language.

**Monitoring this policy**

Each class teacher is responsible for monitoring individual pupil's approach and attitude to home learning. The Head teacher and SLT monitor the implementation of this policy and feedback to the Curriculum Committee on an annual basis.