

Bitterne C of E Primary School



Policy for Home Learning

Headteacher

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Last review- January 2015

Next review – January 2017

Signed by Chair of Governors

INTRODUCTION

Home Learning in our school takes various forms depending on the age of the pupils. For example, for younger children it will be practising reading and the learning of spellings and tables to support their learning in school, while for the older children there will be increasing amounts of home learning to prepare them for the demands of Secondary School homework. Our home learning policy and procedures incorporate the government recommendations and guidelines detailed in the DCSF Homework Guidelines.

We are also mindful that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. Our policy and practice therefore recognises and values the wider learning at home that develops the whole child.

Reason for Policy

This policy has been written to:

- support a whole school, progressive and consistent, approach to home learning;
- describe the purpose and procedures for home learning;
- detail the responsibilities of all involved in home learning;
- inform parents, staff and governors of the school's approach to home learning.

The Purpose of Home Learning

Home Learning provision aims to:

- practise the basic skills of reading, mental maths and spelling at an appropriate level for the child;
- extend, enhance and enrich work previously covered in school;
- provide opportunities for developing independent study skills;
- strengthen the partnership between home and school;
- provide progression towards independence and individual responsibility in Year 6 to prepare the children for transfer to secondary school.

Research by John Hattie (The Highly Influential Work) suggests that homework improves children's learning by 15%. This is the equivalent to an academic year over a child's entire school career.

The impact of this policy will be measured against the current OFSTED criteria for Quality of Teaching (Sep 2014)

OFSTED criteria for outstanding

Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

OFSTED criteria for good

Effective teaching strategies, including setting appropriate homework and well-targeted support and intervention, are matched closely to most pupils' needs, including those most and least able, so that pupils learn well in lessons.

Approach to Home Learning- please refer to Appendix 1 for a school overview.

All children will be set home learning tasks in reading, mental maths and spelling that is accurately matched to individual needs;

- Reading – children will fill in their reading logs at least three times per week. The teacher will ensure that the reading book is matched appropriately to the child's needs.
“All primary school age children 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.” (former Government guidelines on homework)
- Mental Maths at Home – children will complete mental maths challenges differentiated to their ability level from Year 2 to year 6 (Please refer to Mental Maths at home guidance)
- Spelling – children will be given spellings which are appropriate to their ability group. The number of spellings given will vary depending upon age and ability. Most spelling homework will consist of between 5 and 10 words. (Please refer to Learning Spellings at home guidance in the Writing Policy). For younger children the spellings will be based on phonics and also key words. Children in Year 1 will be sent home phonics practice sheets. These will be introduced at the end of Year R and may still be appropriate for some children in Year 2.

Other home learning tasks(please see the overview at the end of the policy)

- Children in Year R will receive a fortnightly curriculum booklet. The will be emailed. The booklet will have details of what they are learning in school with some suggested activities for maths, writing, phonics that the children can do at home. This is not formal homework and the children can choose which activities to complete and bring in to share at school.
- Children in Year 1 will be given a short basic maths and writing task. Activities for phonics will also be included. This will be in a homework booklet which will be emailed to parents every 2 weeks or they will be set the 3 week mini project.
- Children in Year 2, 3 and 4 will be set a short literacy or maths based home learning activity each week. (20-30 minutes). However during the 3 week mini project they will not have the literacy or maths activity as well.
- Children in year 5 will be set a more sustained weekly home learning activity. These will be grouped into a 3 week project for maths or literacy. (40 minutes min each week) . However during the 3 week mini project they will not have the literacy /maths activity as well.
- Children in year 6 will be set two home learning activities each week (one for literacy and one for maths) (40 minutes approximately). The work may be blocked into longer projects that last more than 1 week.
- Children in Years 1 to 5 will also undertake a **mini-project homework**. The project will last for 3 weeks each half term in Years 1 to 5. The project will be linked to the topic being studied in class. The instruction sheet will be emailed to parents. While the children are working on their project they will not have further maths or writing activities to do at home. Children in Year R will be able to undertake a project as appropriate as the year progresses.

It is expected that children will be continue reading, spelling and mental maths practice during holidays. However, project, maths or literacy homework will not be set over a holiday period. In Year 6, revision style homework can be set over a holiday for maths or English.

Every child from Year 1 to Year 6 will be given an A4 Home Learning book where all mini project work and weekly homework will be completed. Instruction sheets will be stuck into the book.

All home learning tasks will include the deadline for bringing the work back to school.

Responsibilities

Each stakeholder has a specific responsibility with regards to home learning.

Teachers – are responsible for setting home learning activities appropriate to the child's age and providing feedback. Every child in Year 1 to Year 6 should have an A4 home learning book. **The mini project information sheet and home learning task sheets must be emailed to the Business Manager so they can be emailed out via the parent email distribution list.**

The Maths Leader, Reading Leader and Writing Leader- are responsible, in consultation with the Curriculum Leader, for setting the expectations and procedures for mental maths, spellings and reading at home.

The Inclusion Leader- is responsible for ensuring that home learning tasks are at an appropriate level for SEND children. This policy can be adapted to suit the needs of any individual child in consultation with parents. This will be recorded alongside the send Passport to Success.

Parents - are responsible for providing their child with time, space, encouragement and support with any homework they have, including hearing their child read and assisting with the learning of tables and spellings. For mini projects and written homework, parents will be encouraged to make a comment in the homework book. Parents should speak to the class teacher at an early stage where there are issues related to working at home, so these can be resolved quickly.

Pupils - are responsible for undertaking any homework set and remembering to hand it in on time.

Curriculum Leader and SLT- are responsible for ensuring this policy is implemented consistently and that standards for homework are at least good. A range of monitoring activities to evidence the impact of homework and feedback to the Maths Leader, English Leaders and SLT will be undertaken.

Governors- are responsible for holding the school to account for the standards for homework and agreeing the overall strategy for homework.

HOMEWORK FEEDBACK

Reading

Teachers will sign and comment, if appropriate, in the reading log book at least once a week.

Spelling(including phonics)

The children will be tested each week on their own spellings. The score for the test will be written at the top of their next set of spellings which are kept in the front of the reading log book. Spelling tests are planned to take place on certain days (see below) However due to unforeseen circumstances this may occasionally have to change sometimes at short notice.

Mental Maths

The children will be tested once a week and their score will be written on the test sheet. The pocket at the back of the reading log book contains the current mental maths sheet. Mental Maths tests are planned to take place on certain days (see overview at the end of the policy) However due to unforeseen circumstances this may occasionally have to change sometimes at short notice.

Mini projects (3 weeks) – one each half term Year 1 to 5

We recognise that pupils benefit from feedback on their homework as soon as possible. The mini-project homework, may not be written in the homework books, as it may take the form of a model, powerpoint or verbal presentation. However, there will still be a feedback comment from the teacher to the child written in the homework book.

Year 6 Literacy and Maths homework

Teachers will check that homework has been completed, and, depending on the task, children may 'class mark' or 'self mark' their work under the direction of the teacher or teaching assistant. This may be followed by general feedback to the class or specific written guidance to individual children

Rewards and Praise

We recognise and will reward the children for their efforts in homework tasks in accordance with our school rewards system, i.e. with House Points, stickers or Headteacher's Awards.

Homework not being completed

For reading, spelling and mental maths- where a child does not appear to be reading at home or learning their spellings or mental maths, the class teacher will send an email via the office to inform parents or ring home. This teacher will offer support and ask parents to contact the teacher, if there are issues with homework.

Where a child has not returned the mini project on the set day, this will be recorded in their homework book so parents are aware.

In all year groups, where a child has not completed the work they will be given an extra day to complete the work. In Y5/ Y6, if they do not bring the work in after the extra day, they will be asked to stay in for part of a break to start the work under supervision and discuss any issues they had with the work. In all other year groups, if the work is not handed in after the extra day, the teacher will contact parents to offer support in order to get the work done on time in future.

Where a child is consistently not doing home learning task, the class teacher should inform the DHT who will contact parents to discuss the situation.

Parental feedback

Constructive feedback from parents about their child's home learning is also welcomed by the school. To enable parents to feed back about a child's home learning, we encourage parents to use the home learning books and the reading logs to communicate any views. Any further questions can be addressed to the class teacher via a message from the office.

In conclusion, we believe that working and learning at home is an integral part of school life and is a stepping stone to our children becoming lifelong, independent learners who are ready for the next step in their educational journey.

Bitterne CE Primary Home Learning Task Prompt

Topic Theme _____ Year _____

Date set _____ Date due in _____



Home Learning Task Instructions

Parental or child comments

Overview of Home Learning Activities Year R to Year 6 February 2015

Year	Mental maths	Phonics/ spelling	Maths activity	Writing activity	Mini project	Reading at home
R	Fortnightly learning newsletter with some ideas for basic number, phonics or writing activities to do at home. The children can choose what they do from the list of suggestions. This is not formal set homework. Handed out on Fridays. Collected in on Wednesdays.				As appropriate	Every child has Home Reading Log. There should be a minimum of 3 entries each week. This can be recorded by the parent or the child. The log is checked weekly by the teacher
1	Optional number bond activities to complete at home – ideas on the fortnightly home learning booklet.	Phonics and key words activity booklets sent home weekly from Jan 2015. (sent home on Mondays)	Fortnightly home learning booklet with with a short maths/ writing activity included. (up to 20 mins a week) (sent home on Fridays) <i>Please note that home learning will be either the maths / writing activity or the mini project. Children will not have both at the same time.</i>	The mini project will be sent home during the half term and last for 3 weeks. It will link to the curriculum topic and be a shared activity with the family. There will be a choice of how to be present the project such as writing, drawing, powerpoint, a talk to the class or by constructing something. The teacher will comment on what is produced and this will be stuck into the Home Learning book. Photos of projects will also be included. (time will depend on the project and will be spread over 3 weeks- minimum of 1 to 2 hours depending on age)		
2	Life in the Sea- mental maths scheme (Wednesdays)	Up to 8 spellings at an appropriate level At least 2 spellings with 2 from own work. (Wednesdays) Continuing phonics as needed.	Short maths or writing activity each week (20-30 mins approx.) <i>Please note that home learning will be either the maths / writing activity or the mini project. Children will not have both at the same time.</i> <i>Year 2- sent home on Wednesday</i> <i>Year 3- sent home on Friday</i> <i>Year 4- sent home on Tuesday</i>			
3	Mental maths at home – timed activity to learn number bonds, tables. Levels suited to need Pearl, bronze, silver, gold. Sent home on: Year 3 Mondays Year 4 Tuesday Year 5 Mondays Year 6 Fridays	Up to 10 spellings at an appropriate level. At least 2 spellings from their own work. Sent home on: Year 3 Friday Year 4 Tuesday Year 5 Fridays Year 6 Fridays	A sustained maths project (3 weeks) and a literacy project (3 weeks) will be set each half term (equal to 40 minutes approx. per week.) sent home on Fridays			
4						
5						
6			One sustained maths learning activity each week (40 minutes approx) (sent home on Tuesdays to be in Friday) One sustained writing learning activity each week (40 minutes approx.) (sent home on Fridays to be in Tuesday) These may be blocked to create mini maths and literacy projects that last for more than one week			