

# Bitterne C of E Primary School



# Policy for Home Learning

Headteacher

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Next review – September 2021

**Signed by Chair of Governors**

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## **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.

## **Approach to Home Learning-**

All children will be set home learning tasks in reading, mental maths and spelling that are 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 ( Times Tables Rock Stars) – 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 half termly task. This will be emailed and given on paper. The task will have details of 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 have phonics booklets and spellings sent home weekly. Half termly mini projects are sent out also, these are related to the topic and incorporate reading, writing and maths activities. These will be emailed. In the spring term. The children will start bringing home some mental maths activities.
- Children in Year 2 will have weekly spellings and mental maths. There will also be a mini - project each half term linked to the topic.
- Children in Years 3 and 4 will usually 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. Occasionally, children will be given an activity with an extended amount of time to complete this.
- Children in year 5 will be set a more sustained weekly home learning activity. (40 minutes min each week).
- 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 4 will also undertake a **mini-project homework**. The project will last for 3 weeks each half term in Years 1 to 4. 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 but will continue reading, spellings and mental maths activities. 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. Occasionally, project, maths or literacy homework will 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 3 to Year 6 will be given an 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 KS2 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 and English 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.

Spelling tests are planned to take place on certain days. However, due to unforeseen circumstances, this may occasionally have to change at short notice.

### **Mental Maths**

The children will be tested once a week and their score will be written on the test sheet.

Mental Maths tests are planned to take place on certain days. However, due to unforeseen circumstances, this may occasionally have to change at short notice.

### **Mini projects (3 weeks) – one each half term Year 1 to 4**

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 etc

### **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

