



William Torbitt Primary School

Home Learning Policy

Date	Review Date	Endorsed by	Link Governor
September 2020	July 2021	Curriculum and Achievement committee	

Resilience **Co-operation** **Thoughtfulness** **Adaptability** **Respect** **Enquiry** **Morality** **Communication**



Article 3 The best interests of the child must be a top priority in all things that affect children.

Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Rationale

At William Torbitt we believe that education is a partnership between pupils, parents and school.

We refer to Home learning as any work or activities which pupils are asked to do or volunteer to do outside lesson time, either on their own or with parents / carers. It is an important aspect of a child's education, encouraging them to see that learning can take place outside the classroom, and it promotes independent learning. It supports, prepares and consolidates school-based learning and allows parents, carers and the school to work in partnership for the benefit of the child.

However, we also believe that if the children are working to their full potential in school hours, then a corresponding amount of 'down time' is essential for an acceptable work/life balance, however some form of home learning is required.

Why have a Home Learning Policy?

This policy aims to ensure that:

- Parents and carers are treated as partners in their children's learning and for them to work in partnership together.
- There is a regular programme and a consistent approach throughout the school so that everyone - teachers, children and parents / carers - knows what they are expected to do.
- Use homework as a tool to help to continue to raise attainment
- Improve the quality of the learning experiences offered to pupils and extend to outside the classroom
- There is a progression towards independence and individual responsibility.
- Practise or consolidate basic skills and knowledge especially in Maths and Literacy
- Reinforce work covered in class by providing further opportunities
- The needs of the individual pupils are considered. (Learning needs, personal and social home contexts, learning styles).

Time allowance

Home learning should not be too onerous and neither should it disrupt family life.

Although there is now no statutory set time allocation for homework, we feel that these time allocations are appropriate guidelines for parents.

Reception	10 minutes a day reading with/to an adult -15/20 minutes on other tasks over the week
Years 1 & 2	10 minutes a day reading with/to an adult – 30 minutes on other set tasks over the week
Years 3 & 4	20 minutes a day reading with/to an adult – 1 hour on other set tasks over the week
Year 5	20 minutes a day reading – 90 minutes on set tasks over the week
Year 6	20 minutes a day reading – 90 – 120 minutes on set tasks over the week

NB: These times are for general guidance only, as some children will take longer than others to complete various tasks. If a parent or pupil is finding that they are spending too long on tasks, they are encouraged to speak to their class teacher, in the first instance.

Types of Home learning

Home learning activities will take place in various forms:

- The school also strongly encourages children to be involved in regular extra-curricular music and sporting activities, days out to museums, galleries, outdoor activities and practical first-hand experiences out of school.
- Half termly grids with a range of exciting topic activities to complete alongside key skills tasks.
- Fluency and consolidation activities in Maths and English such as: Times tables, Spellings, Phonics sounds, Handwriting, Grammar activities, Number bonds etc. These will be set to ensure this supports the learning across the curriculum. These may be set online through DB primary or the My Maths programme.
- Project style activities to support learning in English, Maths and Topic (geography, history, science etc) may also be set by the class teacher.

- Family Learning projects will be sent home during the half term holidays. These are hands on activities that the families can work on together.
- The school expects that reading should be a daily activity for all children from Nursery to Year 6. Comprehension activities related to what the children are learning in class may also be set.

NB: Marking of these tasks may be done in a variety of forms, some of which will not be written.

READING

Reading is important at any stage of a child's development and it is vital that young children are read to and with as well as reading or attempting to read for themselves. At the start of the reading process, especially, children may be encouraged to make up stories to go with the pictures until they can tackle print. It is essential that an enjoyment of books is seen as an integral part of reading.

Sharing text with children remains important at KS2. This could include a discussion on a variety of book- fiction, non-fiction, magazines, newspapers, comics, electronic texts etc. We encourage all of the family to share in this.

Children will come home with their reading book on a daily basis and we hope that parents and carers will share their reading books regularly recording in the children's reading journal and signing them regularly so that the children can receive their tick on the reading to succeed charts and receive their certificates. **Your job as the parent is not to assess their reading, but help promote the love of reading.**

Tips for sharing books:

- Make a special place to read and share the book with your child
- Enjoy laughing at some of the funny parts with your children
- Talk about what is happening in the picture. This will help your child to make sense of the story.
- Help bring the book to life – paint / draw pictures of your child's favourite characters and make up other stories about them together
- Enjoy reading

From Y4 upwards, reading comprehension activities are sent home every 3 weeks. This will have the answer sheet provided for you to work on with your child and can be used as discussion points when talking about their reading.

HOME LEARNING GRIDS:

Approximately each half term, a half termly grids with a range of exciting topic activities (e.g. science, history, geography etc) will be given to the children to complete alongside their weekly home learning.

Good examples of the home learning tasks will be celebrated in assemblies and displayed in school.

How to use the homework grids:

- Each grid lasts for roughly half a term.
- The children will have a 'Curriculum at home' scrap book that the grid will be stuck into at the beginning of the ½ term. (This book is also a great way to record any other activities you may do together such as visits to places, and experiences the children may have.)
- The grid has a variety of tasks for the children to choose from each week. If they would like to do more a week, they can.
- The tasks can be done in any order.
- Once they have completed an activity, parents should initial and date the grid.
- You may wish to include photographs of larger pieces of work, models, outings and visits, practical activities in your 'Curriculum at home' scrap book

- The class teacher will let the children know when they are to submit their Home Learning grid activities.

The Home Learning grid activities will be assessed and marked at the end of the half term, where the children will receive a feedback sheet from the teacher commenting on all the work they have completed from the grid.

The nature of the home learning grids and project work is more open-ended than weekly home learning tasks and will encourage pupils to work more independently and creatively as they decide how they wish to prepare and present their work (e.g. models, photographs, video, PowerPoint, paintings, posters etc). The activities are introduced by the class teacher at the beginning of a new half term. The children will be given a completion date depending on the requirements of the work.

PROJECTS:

Family Learning projects:

Each half term family learning projects based around a curriculum subject will be sent home for the half term holidays. These are activities that activities are a great way to enjoy learning experiences together with the whole family and they can be done with all pupils from Year Rec all the way up to Year 6.

Research projects:

The teachers may also ask the children to complete research projects over a half term/holiday, which may take longer to complete. These tasks and activities are linked to topic work and have a varied time scale. The activities could take many forms: preparing a talk, completing a piece of research, or conducting an interview.

Other activities:

As a school, we also believe that many activities undertaken by parents and carers at home, provide valuable support for the children's learning. These include:

- Playing games with children such as board games, puzzles and word games (These encourage taking turns, sharing, concentration and listening and logical thinking)
- Cooking (especially with the weighing and measuring)
- Writing lists, notes and letters or free writing where a child is given a stimulus and they can choose what type of writing they would like to do.
- Visiting the cinema/watching the news and discussing what has been seen, promoting discussion and talk.
- Talking and discussing events.
- Reading for pleasure.

Marking and Feedback:

- The marking of home learning is in line with the Marking and Feedback Policy.
- For fluency and consolidation activities for English and Maths, an answer sheet will be provided alongside the maths home learning task/activity.
- Feedback for Project based activities and written tasks will be acknowledged by the class teacher and verbal feedback is provided to the child.
- Home learning grids will be acknowledged at the end of each half term where children **will receive** a feedback sheet from the teacher commenting on all the work they have completed from the grid. There is also an opportunity here for the children and parents to feedback on the home learning that has taken place.
- Reading is acknowledged by the class teacher in their reading journal.

Who gets what Home Learning?

Year group	Daily reading	Phonics/tricky words	Spelling/punctuation/grammar/ vocabulary	Handwriting	Maths fluency practise	Home Learning grid
EYFS	✓	✓		✓	✓ Every Friday	✓
YEAR 1	✓	✓	✓ alternate weeks	✓	✓ alternate weeks	✓
YEAR 2	✓	✓	✓ alternate weeks	✓	✓ alternate weeks	✓
YEAR 3	✓		✓	✓ only if needed	✓	✓
YEAR 4	✓		✓	✓ only if needed	✓	✓
YEAR 5	✓		✓	✓ only if needed	✓	✓
YEAR 6	✓		✓	✓ only if needed	✓	✓

When is Home Learning set and given in?

To help parents / carers and children the shorter, fluency-based English and Maths home learning tasks will be set weekly on **DB Primary** on a **Friday** and the children are expected to have completed it by the following **Wednesday**.

NB: Teachers will not ask for all work that is set to be submitted. For those tasks that are not submitted, answers are provided on DB Primary under the 'answers tab'.

The Home Learning grids and project style home learning tasks will have more flexible completion dates, but these will always be communicated to pupils and parents/carers when the task is given out.

Information about places that pupils could visit with their families (museums, historic houses, places of interest etc.) and resources (stories, websites etc.), that they could access to support them with their project, will also be provided by the class teacher/ YGL and is sent home via the year group termly newsletter.

If parents need advice on how to support their children with home learning, they can talk to the class teacher. Similarly, children who require help or further explanation about a task should also approach their class teacher, who will be willing to help.

What is the role of the teacher?

In relation to home learning, the class teacher will...

- Provide an explanation of the home learning tasks to children ensuring that all children understand the home learning activities they have been given.
- Be available to talk to parents and children about home learning activities.
- To provide support and guidance for parents on how to assist with home learning, providing information and ways for them to help develop fluency in reading, writing and maths. (note in the home learning book, Website information, Parentmail, parent's evening etc)
- Provide regular homework
- Set home learning tasks consistently across year groups
- Reward and praise children who regularly complete their home learning tasks and inform parents if there is a problem regarding the completion of home learning activities.

What is the role of the parent/ carer?

- To support their child by ensuring that their child attempts the homework set.
- To provide a suitable place for their child to carry out the homework set
- Encourage and praise when they have completed the homework
- Actively support their child in completion of the homework and hands it in on time.
- If possible, look for ways to extend home learning by visiting libraries, museums, websites etc.
- If the work is not being submitted, use the answer sheets provided to check through their children's work.

We are very keen for parents to support and help their children with tasks. We take the view that children are likely to get more out of an activity if parents get involved, as long as they do not take over. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

What is the role of the child?

- To ensure they have everything they need to complete the activity each week.
- To ask their teacher for help if they are not sure what to do before the task is due in.
- To put in the same level of effort as would be expected of class work.
- To hand the work in on time.

Special Educational needs

On occasions some children may need specifically prepared work to help them make progress in their learning. The purpose is to give pupils the opportunity to succeed and, importantly, is not a way of expecting them to 'catch up' with the rest of the class. This work may include social and other skills as well as developing skills and understanding. Where a child has an Individual Education Plan (IEP), home learning activities will take account of that pupil's personal targets.

What if a child is absent from school?

If a child is absent due to short term illness, the school will not send work home. However, if a child is absent for a length of time (more than 15 days) e.g. with a broken leg, the teacher will arrange for some work from across the curriculum to be sent home for the child to complete. In such circumstances the teacher should consult the headteacher first.

It is not possible to give work for children to complete when parents take their children out of school for holidays during term time.

Who will monitor and evaluate the Home Learning Policy?

Senior staff regularly review the Home Learning Policy. This is an ongoing process where pupils, teachers and parents are asked for their views on its effectiveness.

Why are children sometimes given extra tasks?

Children who take part in specialised lessons or booster groups may sometimes be set extra tasks to reinforce the work being done. Additionally, children who work in a one-to-one situation with learning support assistants will sometimes be given extra tasks. In both cases children should complete this work alongside their normal tasks unless the child or the parents have been told otherwise. If the child is finding that they have too much work, then parents should speak to the child's teacher or the person running the extra sessions.

What about children who do not complete home learning tasks?

We encourage the children to complete the home learning tasks. If there are any problems with children not completing tasks and projects, the teacher will speak to the parents to find out why.

What if a child says they have not received any home learning tasks?

If there is any reason why a child will not receive a task to do at home, the teacher will inform parents in a letter. If parents have not received a letter, they should check with the child's teacher. There may be occasions when homework is not set if the teacher is away, but we will try to avoid that happening.

Appendix A – Guidance Notes for Parents

Guidance Notes for Parents

The setting and marking of homework can take considerable planning and preparation time, which is over and above that of the ongoing work in class during the school day. It is designed to help your child.

What can you do?

The most important thing you can do is simply take an interest in your child's work, parental engagement in a child's education is a major factor in raising attainment and achievement.

- Avoid saying "I used to do it this way..." Methods change and you may confuse your child.
- Please ensure that your child's reading book and journal is in their schoolbag every morning.
- Please sign your child's reading journals
- Contact the school if a problem arises through commenting in your child's homework book or in a separate note.
- Encourage your child to think for themselves. Suggest how they can find answers for themselves but don't do homework for them.
- If your child is having to work hard to solve a homework problem, encourage them to see this positively – this is how we learn and how children develop resilience.
- Offer encouragement at all times.

When should homework be done?

- Plan to do homework at regular times.
- Do not leave it too late in the evening or first thing in the morning when your child will be tired.
- Do not insist that your child misses something important to him/her because of homework.
- If you have a busy time at home then leave to the next night.
- If your child is too tired then leave for another time.

Where should children do homework?

The ideal place for homework is in a warm, quiet, well-lit part of the house away from distractions like TV or pets or younger siblings! The choice of where your child does his or her homework is important. Think of how and where you like to work – not everyone is the same, so do discuss this with your child. A table or other firm surface greatly helps the presentation of work. Many children like to have music on while they work. If the homework is being done satisfactorily then the music may well help. Remember too, that much of our learning is social. Some tasks, e.g. researching or conducting surveys can be done with a friend or another family member.

Homework Feedback slip.

Teacher comment...

Parent comment ...

Pupil Comment...
