

# THE STOKE POGES SCHOOL

## Home Learning Policy

<b>Governors Committee Responsible for the Policy</b>	Teaching and Learning Committee
<b>Date Approved</b>	September 2019
<b>Recommended Review Period</b>	Biennial
<b>Date for Review</b>	September 2021
<b>Person Responsible for the Policy</b>	Headteacher

### Rationale for Home Learning

Home learning is a very important part of a child's education and can add much to a child's development. It plays a positive role in raising a child's level of attainment. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed, we see home learning as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that home learning is one of the main ways in which children can acquire the skill of independent learning.

The Education Endowment Foundation (EEF) states that in primary schools, the quality of the tasks set seems to be more important than the quantity of work required from the pupil. It explains: 'The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework. It adds that effective homework is associated with "greater parental involvement and support", and suggests that schools consider how homework could be designed to encourage this.

### Aims and Objectives

The aims and objectives of home learning are:

- To enable pupils to make maximum progress in their academic and social development
- To help pupils develop the skills of an independent learner
- To promote a partnership between home and school in supporting each child's learning
- To enable all aspects of the curriculum to be covered in sufficient depth
- To provide educational experiences not possible in school
- To consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons
- To help children develop good work habits for the future
- To develop perseverance, self-discipline and responsibility
- To allow extra practice of classroom skills
- To open up areas of study and to make possible use of materials

### Types of Home Learning

Home learning is set for revision, practice and reinforcement, research, preparation for a project or for work to be completed. Examples include:

- Daily reading
- English tasks – including writing, reading, phonics and spellings, grammar tasks
- Maths tasks set through Mathletics
- Research
- Making something
- Trying out a simple experiment
- Preparing a presentation to the class

Whenever home learning is set, we look to the parents for support in ensuring that it is done. Home learning tasks set by the school should take priority over any work given by an external tutor.

### **Foundation Stage Home Learning Programme**

All children will have a personal online learning journey called Tapestry. This is a two-way communication between home and school, where observations, events and information can be shared. Evidence can be communicated through comments, photos, video, descriptions and observations. Teachers are able to relate both home and school learning to the Development Matters Statements, in line with the Early Years Foundation Stage Framework, to support the assessment process.

A variety of homework will be set occasionally via the following methods:

- Tapestry
- Mathematics
- Paper activities

#### Reading

Children should spend 10 minutes a day reading with a parent or adult. At the start of their learning journey, we suggest that parents share a favourite book, as this will encourage engagement and enjoyment of reading. Once a child has progressed on to the Red group of our RWI phonics scheme, books will be sent home for the children to read. We encourage every child to be read to daily, as this will expand his/her knowledge, vocabulary and enjoyment of reading.

Every child will have a Reading comment book. Adults are requested to use these to note when they have read with their child, along with any comments if necessary. A stamp will be put in a child's book when they have read with a member of staff.

#### Phonics

Children will receive books with sounds and these should be practised daily.

### **KS1 Home Learning Programme**

#### Reading

Parents are requested to spend 10 minutes a day listening to their child read. Each child will have a RWI Phonics book and a RWI Book Bag book matched to his/her Phonics group to read at home. Children in the Literacy and Language groups will bring home a book matched to their ability, which will be changed once completed. When practising reading skills, it is important to focus on using correct phonics sounds, and to encourage fluency, pace and expression. It is also important to talk about the book using our READ acronym to support comprehension and understanding.

We encourage every child to be read to daily, as this will expand his/her knowledge, vocabulary and enjoyment of reading.

Every child will have a Reading comment book. Parents are requested to use these to note when they have read with their child, along with any comments if necessary. A stamp will be put in a child's book when they have read with a member of staff.

#### Phonics

- Continue to practise phonics sounds laid out in home books if needed.
- Continue to practise reading real and alien words using a variety of phonics skills.

#### Spellings

Spellings will be set on a 'Look, Cover, Write' style sheet via the English Homework Folder. These are expected to be practised regularly. Children will be tested on a two-week cycle, a return date will be on the sheet provided.

#### English

English homework will be set as either a project, or a sheet of activities, one to be completed each week and handed in on a Friday. The children will have an English Homework folder for homework to be stored and transported in between home and school.

## Maths

Maths homework will be set weekly via Mathletics. In addition, children will be expected to practise:

- Number bonds to 10/20
- Times tables
- Complete any corrections from their weekly 3 minute challenge test (made up of a list of quick recall mental maths questions)

## Other homework

Teachers may choose to set projects for the children to complete when they feel necessary; these would relate to something they have been focusing on in school.

## **LKS2 Home Learning Programme and Procedures**

In Years 3 and 4, children are required to practise their spelling and multiplication tables on a weekly basis. The National Curriculum states that by the end of Year 4 all children know their multiplication tables up to 12x12, including the related division facts. In Year 3, children are tested on their multiplication tables once a week using the 99 Club, which are differentiated tests to support learning. Year 4 complete weekly times table practice through either 99 Club, Testbase or online testing. They will bring home their completed test and should use these to practise for the following week.

Years 3 and 4 are required to learn spellings outlined in the National Curriculum Spelling Lists. Therefore, both year groups will be sending home spellings from these lists on a weekly basis. The children will also be given homework related to the spelling sound or pattern they are learning in class and these should be practised at home. Staff will then test the children on these spellings.

In addition to the above, children are required to read for 15 minutes every evening. It is useful for the children to read aloud to an adult a few times a week. A stamp or appropriate comment will be made in a child's homework diary when they read at school to a member of staff. It is the children's responsibility to record their reading on their bookmark and these will be monitored in class. Books will be changed as appropriate.

Maths and English homework will be set once a week. Please see the table below. Work should be completed in the appropriate book unless otherwise specified.

On some occasions, it will be necessary to set additional homework related to a curriculum area being studied. Children will be given sufficient time to complete and hand in this additional homework.

As a rough guide, homework should take no longer than 30 minutes each evening.

Homework diaries should be signed weekly by a parent or guardian. These will be checked at least once a week in school and signed and stamped by the teacher or learning support assistant.

We encourage all children to keep up with their home learning as it supports the work we do in school and is good preparation for secondary school. If, for any reason, a child cannot complete their home learning, parents should communicate this via their homework diary. If there is no communication, the children will:

- Have one day's grace to bring the completed homework into school
- If it is not in the next day, the children will complete the homework at lunchtime in class
- If this happens twice in a half term, the teacher will discuss his/her concerns with the parent
- If homework is not completed three times in a half term, children will have a discussion with the phase leader about the importance of completing homework and parents will be contacted

Year 3	Handed out	Handed in
Spellings	Wednesday	Monday
English	Wednesday	Monday
Mathletics	Friday	Tuesday

Year 4	Handed out	Handed in
Spellings	Tuesday	Monday
English	Friday	Thursday
Mathletics	Friday	Thursday

### UKS2 Home Learning Programme and Procedures

In Years 5 and 6, children are required to practise their spelling and multiplication tables on a weekly basis. The National Curriculum states that, by the end of Year 6, all children should be able to 'perform mental calculations, including with...large numbers'. This requires quick recall of multiplication and division facts. These are tested weekly using the 99 Club, which are differentiated tests to support learning. Children will bring home their completed test and parents will be able to see how they are progressing. They should use these test papers to practise for the following week.

In The Stoke Poges School, we issue a weekly spelling list in line with the word list contained in the National Curriculum. In addition, any spellings the children find difficult in their daily work will be recorded in their Homework Diaries, and these should be practised at home. Diaries will be brought home each day and should be returned to school daily.

In addition to the above, children are required to read for at least 15 minutes every evening. It would be helpful if parents could record the book read, page numbers and any comments they wish to make in the Homework Diaries. Books sent home with children will be changed as appropriate, but children are also strongly encouraged to access their own preferred books in order to build further their reading for pleasure. Parents should see their child's class teacher for suggestions on suitable reading material for their child if they would like more advice. It is the children's responsibility to record their daily reading on their bookmark. These will be monitored on a regular basis. Staff will record in the Homework Diaries when the children have read to an adult in school.

Maths and English homework will be set once a week. Please see the table below. Work should be completed in the appropriate homework book unless otherwise specified.

On some occasions, it will be necessary to set additional homework related to a curriculum area being studied. Children will be given sufficient time to complete and hand this in.

Children are asked to record each piece of homework in their homework diary. As a rough guide, homework should take no longer than 30 minutes each evening.

Homework diaries should be signed at least weekly by a parent or guardian. These will be checked once a week in school and signed or stamped by the teacher or learning support assistant.

We encourage all children to keep up with their home learning as it supports the work we do in school and is good preparation for secondary school. If, for any reason, a child cannot complete their home learning, parents should communicate this via their homework diary. If there is no communication the children will:

- Have one day's grace to bring the completed homework into school
- If it is not in the next day, the children will complete the homework at lunchtime in class
- If this happens twice in a half term, the teacher will discuss his/her concerns with the parent
- If homework is not completed three times in a half term, children will have a discussion with the phase leader about the importance of completing homework and parents will be contacted

	MON	TUES	WED	THUR	FRI
Handed Out	English	Maths			
Due in			English	Maths	
Spellings, multiplication tables and reading on-going.					

### 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.

### **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. Children are likely to get more out of an activity if parents get involved. However, the teacher will also want to see what a child can do on his or her own. Therefore, it would be useful if parents note in the Reading Record of Homework Diary the level of support given. As they get older, it is particularly important for children to become more independent in their learning.

We ask parents to encourage their child to complete the home learning tasks that are set and to 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 and by discussing the work that their child is doing.

Children whose parents have requested leave of absence will not be set homework. If a child has an extended holiday, either authorised or unauthorised, parents may wish to consider informal home learning activities, for example, a diary or scrapbook.

In the event of long-term illness, school will liaise with parents over missed work.

If parents have any problems or questions about home learning, they should contact the child’s class teacher. If their questions are of a more general nature, they should contact the Phase Leader or Headteacher.

### **Marking**

Once completed and handed in the home learning book will be marked by teachers in line with our Marking and Feedback Policy and in time for the books to be returned ahead of the next home learning set.

### **Organisation**

- A home learning timetable will be set by the class teacher and communicated at the Welcome Evening at the start of the academic year
- The teacher will provide clear instructions and useful information of age related resources such as websites, games and good reads!

### **Monitoring and Review**

It is the responsibility of our governing board to agree and then monitor the school home learning policy.

<b>Headteacher</b>		<b>Date</b>	
<b>Chair of Teaching and Learning Committee</b>		<b>Date</b>	