

Wray Common Primary School

HOME LEARNING POLICY

Governors' Committee Responsible:	Teaching and Learning Committee
Policy Originator:	Ross Huelin
Next review Date:	Spring 2022

1. INTRODUCTION

At Wray Common Primary School we recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnership, of which our home learning policy is an important element.

2. HOME LEARNING - A DEFINITION

Home learning, for the purposes of this policy, is defined as any task or opportunity set by school in which children are asked to engage with outside of lesson time, either on their own or with parents or carers. At Wray Common we see tasks completed at home as an essential part of a child's learning.

We use "home learning" as opposed to "homework" to highlight the purpose of the tasks for the child - to develop learning - bringing the school into the home and the home into the school.

3. THE PURPOSE OF HOME LEARNING

The school regards the purpose of home learning as being to:

- develop an effective partnership between the school and parents and other carers in pursuing the aims of the development of their child
- utilise the power of parents/carers to promote a positive attitude towards learning
- extend time given to the essential practice and consolidation of basic skills and knowledge, particularly in respect of English and Maths
- encourage children, as they get older, to develop the confidence, independence, self-motivation and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school
- encourage children to take responsibility for their own learning
- develop lifelong learners

At Wray Common we recognise that children who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon. We are also mindful of the need to encourage children to pursue alternative activities beyond the standard school day, be that within school or beyond school.

While some home learning tasks will be used to reinforce and consolidate learning undertaken at school, some home learning, such as Brain Build challenges will develop skills such as problem-solving, communication, creativity, collaboration, etc. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school. Home learning tasks should be undertaken to the best of their ability.

4. ROLES

Role of school

- set and periodically review the home learning policy
- monitor the effectiveness of the home learning policy
- help parents in how to support their children with their learning, e.g. through workshops and parent-teacher meetings

Role of class teacher

- plan home learning as an integral part of curriculum planning and indicate tasks on short term planning
- inform pupils and parents of home learning timetables
- set learning tasks which are purposeful, relevant and suited to the needs of the child
- give particular consideration to children with special educational needs, liaising with the SENCO and/or parent/carers as appropriate
- value home learning, for example, through sharing, discussion, feedback and celebration, so that children are encouraged to regularly complete tasks to a high standard
- ensure that timely and appropriate feedback for written work - key to impact - is consistently undertaken (usually within 2 days of it being handed in)
- both challenge and support parents/carers where effort and completion continues to be limited

Role of parents/carers

Parents are informed of home learning expectations at the start of each academic year and any amendments, as appropriate, during the year. As children progress through the school, the demands of home learning increase. We hope parents will:-

- take an active interest in their child's learning
- establish as quiet an area/time as possible for completion of home learning
- support and encourage their child in the organisation of home learning
- listen to their child read
- sign the Home Learning Journal every week to confirm that all home learning and reading activities have been completed
- using the $\frac{1}{2}$ -termly Topic Webs and the regular Brain Build challenges (*see Brain Building below*) as support, sustain conversations with their child about their learning

We do not envisage a primary school child spending time in isolation with work he or she may find difficult. Give support and help as appropriate, and support them in completing tasks on time and in returning work in a tidy presentable state.

Parents are not expected to be teachers of content - that is our role - but they can greatly facilitate completion of tasks and hence, learning. If the content is too challenging, requiring too much support, perhaps the task set is too difficult. Parents' help, encouragement and praise are the key to successful impact from home learning.

Concerns

If any child does not understand a task, parents should encourage them to ask their teacher for further guidance. If you have any concerns about the level of home learning or the content etc., please see your child's class teacher. Do not let your child get upset about home learning; if there is a problem, come in and speak to the teacher about it.

Role of child

Children take on increasing responsibility for their own learning as they progress through the school. By Year 5 children are required to:-

- ask in good time if they do not understand
- find out what home learning has been missed if they have been absent from school
- ensure that they have the correct books, resources or worksheets
- meet time deadlines for completion
- plan their time effectively around out of school activities and to negotiate with their teacher when there are genuine difficulties.
- record reading, spelling and mental maths activities in line with their year group expectations.

5. THE NATURE OF HOME LEARNING

The nature of home learning will change as children get older. For children in Key Stage 1, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective.

Short activities of different kinds - reading together, learning spellings and number facts - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older, home learning tasks provide an opportunity for them to develop the skills of independent learning, which they will need to continue as lifelong learners and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to learn on their own. By the time children reach Year 6 their home learning programme will cover a wide range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and also ensure support their effective transition to Year 7/Secondary school.

Some notes:

Home Learning Journals

Each child is issued with a Home Learning Journal. As well as providing a wealth of resources to support children's learning at home, they also serve as a record book for reading, spelling/phonics and maths passport practice. Home Learning Journals should be signed weekly by parents and teachers.

Home Reading

The importance of reading at home cannot be over-emphasised and we hope that every child will read for pleasure in their own time - not seeing it as work or a chore.

Parents and carers, as the key influencers and educators in their child's life, are key to developing this love for literature and books from a very early age.

Key Stage 1 children will be provided with a suitable school reading book, which can be taken home to read with a parent or other adult person.

Children in Key Stage 2 will be expected to take responsibility for their own reading books as necessary.

Reading home learning may include short comprehensions to be completed either on paper or electronically.

Spellings, Sounds or Grammar

Spellings/sounds will be given to each child to learn using a range of strategies including the Look, Say, Cover, Write and Check method and online games and activities through Purple Mash. Spellings/sounds will usually be differentiated as appropriate. Children's progress will be assessed over each half-term. Grammar tasks set will be marked promptly, within or outside of class time, to ensure effective feedback is given to each child.

Maths

Wray Common's Mental Maths Passports provide the focus for children's home learning re Maths. Children are encouraged to engage in online activities to develop their learning. There may be occasional worksheets set, particularly if relevant online activity is not available or accessible. Where worksheets are set, these will be marked promptly. Otherwise, children's progress will be assessed through our Maths Passports system over each half-term.

Brain Building

Children will be set challenges once or twice per half-term related to their Topic. Through these challenges, they will not only develop their knowledge, but importantly will strengthen their learning skills - the CAPTURE learning part of The Wray Common Way. These challenges will often lend themselves to the involvement of parents/carers/ siblings with the collaborative nature being part of the design for learning. Completion will be valued through discussion about the task and learning and be celebrated through display. Through this, children will receive quality verbal praise.

6. GUIDANCE RE EXPECTED TIME TO BE SPENT ON HOME LEARNING

As a rough guide, children and parents should make the following commitment to home learning. The specific details for any particular term will be communicated to parents and carers.

	Reading	Sounds/ Spelling/ Grammar	Maths Passports - independently access online activities (or via Maths sheets)	Other e.g. targeted English or Science tasks	Average expected time per week (excl Brain Build) (guide only - if consistently significantly lower or higher, talk to teacher)	Brain Build
Reception	Daily, 10 mins	Focus shared once per week; practice 3 times for a few mins	10 mins		1 - 1½ hours	Once or twice per half-term
Year 1	Daily, 10 mins	Focus shared once per week; practice 3 times for a few mins	10 mins		1 - 1½ hours	Once or twice per half-term
Year 2	Daily, 10-15 mins	Focus shared once per week; practice 3 times for a few mins	10 mins	Once per week, 15 mins	1 - 1½ hours	Once or twice per half-term
Year 3	Daily, 10-15 mins	Set once per week, 15 mins	15 mins	Once per week, 15- 20 mins	1½ - 1¾ hours	Once or twice per half-term
Year 4	Daily, 10-15 mins	Set once per week, 15 mins	15 mins	Once per week, 15- 20 mins	1½- 2 hours	Once or twice per half- term
Year 5	Daily, 15-20 mins	Set once per week, 15 mins	15 mins	Once per week, 20 mins	2 - 2½ hours	Once or twice per half- term
Year 6	Daily, 20-25 mins	Set once per week, 20 mins	20 mins	Once per week, 30 mins	2¾ - 3¼ hours	Once or twice per half- term

Apart from the Easter and summer holidays, Brain Build challenges will not usually be set for holiday periods. Challenges set pre-Easter and pre-Summer holidays will be for completion a week after the return to school date.

7. REVIEWING THE POLICY

The home learning policy will be reviewed every two years. Where significant changes to the policy are felt to be required, proposals will be presented to the governing body and parents consulted.