



Home Learning Policy

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Person(s) Responsible:	Jackie Bogart

Home Learning Policy

Aims

At Stamford Park Primary School, we believe that homework can add much to a pupil's development and attainment and is therefore an important part of a child's education. This policy has been formed to address the need for a clear, purposeful approach to home learning in our school. Our school refers to homework as 'home learning.' It sets out clear whole school practices for home learning.

The purpose of home learning:

- Ensure a consistent approach throughout the school
- To encourage children to develop the confidence, independence, self-discipline and motivation needed to study on their own and prepare them for the next phase of education
- To make home learning relevant and meaningful for the child
- Consolidate and reinforce skills and understanding, particularly in English and Maths
- Extend school learning and contribute to the challenge of raising attainment
- Support a range of settings in which children learn, for example through parental support and guidance, joint family learning tasks and independent learning
- Make expectations about home learning clear to children, parents and carers
- Provide opportunities for parents/carers and children to work together, thereby, fostering an effective partnership between home and school

Why do we value home learning?

Children benefit greatly from the mutual support of parents/carers and teachers in encouraging them to learn both at home and at school. By valuing home-school learning, pupils are able to practise skills, consolidate learning covered in the classroom and to widen their own interests. Moreover, developing good study habits provides an opportunity for pupils to develop self-discipline, independence and the ability to take responsibility for their own learning.

Expectations

It is the expectation that all pupils will at least attempt to complete home learning activities to the best of their ability. If pupils need support, please contact your child's class teacher.

A breakdown of home learning activities for each key phase is listed below. This has been designed to encourage a gradual progression of skills and expectation so that by the time children reach Year 6 they have established a clear routine in preparation for secondary school.

Early Years

- Reading and sharing books daily; adults to keep a signed record in the Reading Record
- Weekly phonic sounds linked to daily phonic sessions
- Maths activities suggested on the weekly overview
- Show and tell (once per half term) linked to current themes being explored

Key Stage 1 (Year 1 and 2)

- Reading and sharing books daily; adults to keep a signed record in the Reading Record
- Weekly spellings (Year 1 - from Autumn 2) which follow spelling patterns taught
- Weekly Maths activities via My Maths (Year 2)
- List of home learning activities (at least 5 per half term)

Lower Key Stage 2 (Year 3 and 4)

- Reading at least twice a week
- Learning times tables using Times Tables Rockstars (counting with 2, 5 and 10 and learning of multiplication facts of 3, 4, 6, 7, 8, 9, 11 when ready)
- Weekly spellings
- Weekly Maths activities via My Maths
- List of home learning activities (at least 5 per half term)

Upper Key Stage 2 (Year 5 and 6)

- Reading at least twice a week
- Learning of multiplication facts ongoing - all tables to be revised, in any order, mixed and to include division
- Weekly spellings
- Weekly Maths activities via My Maths
- List of home learning activities (at least 5 per half term)
- Specific English activities may be given from the Spring Term (Year 6)

Home learning activities

Home learning is designed to build upon the concepts and skills that pupils have been learning across a range of subjects.

In addition to weekly maths activities, daily reading and weekly spellings, we set half-termly home learning activities for each year group in order to provide a range of engaging activities for the children to choose from to motivate and inspire them into becoming independent learners.

- Pupils can choose to complete as many of the activities as they choose to
- Home learning activities can be completed in any order
- Pupils hand in any home learning to their class teacher, email it in to their class email addresses (KS2) or place it on Class Dojo (EYFS and KS1)
- Pupils receive a new list of activities at the beginning of each half term

Included in the half termly home learning activities, pupils may be asked to complete English tasks to consolidate and reinforce skills. There will also be a list of English tasks/activities that will be placed on Class Dojo for all year groups.

All home learning will be placed on Class Dojo at the beginning of each half term.

Reading

We believe that regular reading is vital. For pupils in Reception and Key Stage 1, home learning will largely consist of regular reading with parents/carers, looking at books together. For more fluent readers, we encourage independent reading of at least 10 to 20 minutes per day. This may be done in the context of home learning (for example, reading a school reading book or reference book) or in the other contexts (such as reading from newspapers, comics, internet sites, sign etc) It is important to note that on some days, reading will be done as part of the home learning activities, but on other days, reading time may be in addition to other home learning tasks.

Feedback to pupils

We recognise that completed home learning should be acknowledged and praised. Feedback will be written or verbal. In addition, effort with home learning will be rewarded through our school reward system e.g. stickers, smiley faces, showcasing, etc.

Monitoring and evaluating

We believe it is vitally important to monitor, evaluate and review home learning practices at regular intervals in consultation with parents/carers and pupils. As well as feedback through the annual parents' questionnaire that we send out, we welcome feedback at Parents' Evenings throughout the year.

The role of parents/carers

We believe that the role of the parents/carers with home learning is essential. Parents/carers can assist in many ways, for example, helping their children at home, monitoring home learning, providing encouragement. We also believe that the benefits of parental support with home learning are as follows:

- Providing quality time with their children through shared home learning
- Parents/carers become more knowledgeable about the school curriculum
- Standards of attainment can be raised
- Links between parents/carers, children and teachers is established

In addition, we believe that it is the role of the parents/carers to support home learning practices by:

- Providing a suitable place for their child/children to complete home learning
- Valuing home learning and supporting the school in explaining its benefits to their child
- Praising their child for effort with home learning
- Contacting school if there have been any problems with home learning activities

Additionally, you can support your child's development by:

- Visits to libraries, museums etc
- Cooking with them
- Taking your child swimming
- Playing games, for example, ball games, board games, cards
- Watching informative TV programmes together
- Providing opportunities for craft activities, for example, cutting, sticking, sewing, painting etc
- Gardening and growing plants

- Using the internet to research something (following guidelines for safe internet use)
- Talking to your child/children about schoolwork, their day, what they have been learning about and how they have been learning

Remember: Home learning is about reinforcing, practising and confidence building.