

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness

Home Learning (Homework) Policy #3

The *Home Learning (Homework) Policy* was reviewed. This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	16.01.17
REVIEW DATE:	January 2019
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SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<i>Aims of the School Home / School Agreement Behaviour Policy Teaching and Learning Policy Assessment for Learning Policy Marking for Learning Policy</i>

Stratford-sub-Castle Church of England VC Primary School

Our mission is to promote LIFE IN ALL ITS FULLNESS

Our values are PEACE, LOVE and JOY

Our commitment to learning is to make it ACTIVE and RELEVANT

Home Learning (Homework) Policy #3

The *Home Learning Policy* was reviewed during the Autumn term 2016. The review included consultation between parents and staff. This document is the result of that review. This policy will be reviewed bi-annually in conjunction with pupils & parents. This policy should be read in conjunction with all *Aims of the School, Home / School Agreement, Behaviour Policy, Teaching and Learning Policy, Assessment for Learning Policy and Marking for Learning Policy*.

This policy was agreed by the Full Governing Body on 16.01.17

It will be reviewed in January 2019

Purpose

The purpose of this policy is to fulfil the aims of the school, through a consistent approach to homework. At Stratford-sub-Castle *homework* is referred to as *home learning*.

Statement of Aims

It is our aim that through *home learning* our pupils will:

- experience the joy of learning
- consolidate and reinforce knowledge and understanding, particularly in English and mathematics
- become independent learners, motivated and responsible for their own learning
- extend their school experiences and develop their own interests (for example through additional reading and termly topic)
- develop the confidence, persistence and self-discipline required for individual study
- experience an effective partnerships between school and parents
- be prepared for the future.

Statement of Principles

We believe:

- regular reading with parents to be vital at all ages, it is at the core of our home learning policy
- the acquisition of key number facts and spellings develops pupils's confidence and provides a platform for other learning
- the purpose and focus of home learning changes as pupils get older
- home learning should be accessible to all pupils
- tasks set should not be so burdensome as to de-motivate pupils, or impinge on after school activities such as, Brownies or swimming.
- home learning to be crucial in the development of key skills and attitudes

Implementation

It is the class teachers' responsibility to ensure that both the parents and the pupils understand the content and expectations of home learning for each particular year group. The Headteacher informs parents of the routines, in writing, at the beginning of each academic year.

Expectations & Recognition

Home Learning for EYFS & KS1 2016

EYFS: Reading (5 times a week) and words, counting backwards and one to one correspondence. (Counting things not just saying numbers)

Year 1: Reading (5 times a week), spelling lists, Maths Planet Booklet and Abacus online activity.

Year 2: Reading (5 times a week), spelling lists, Maths Planet Booklet and Abacus online activity.

Home Learning for KS2 2016

Year 3: Reading (5 times a week), spelling lists, Maths Planet Booklet and Abacus online activity.

Year 4: Reading (5 times a week), spelling lists, Maths Planet Booklet and Abacus online activity, Termly Topic

Year 5: Reading (5 times a week), spelling lists, Maths Planet Booklet and Abacus online activity, Termly Topic

Year 6: Reading (5 times a week), spelling lists, Maths Planet Booklet and Abacus online activity. Termly Topic SAT's practise papers/activities rotation of comprehension, grammar, punctuation & spelling or maths.

Reading

Reading records are checked once a week on a Monday.

***What does reading 5 times a week mean?** Reading could be spread over the seven days in a week, or pupils may read twice in one day if that is easier. Reading will vary according to the age and reading skills of each child. Reading could be sharing a book together, not necessarily the scheme book or the child reading all the words in the book. Pupils may choose to read an article on the Newsround website (or similar) and this will count as long as a record is made in the Reading Record book. The Reading Journey (Helpful hints for reading) booklet is available in the 'Parent Workshop Information' section of the school website.*

Home Learning Newsletter September 2016

Spelling

Pupils are provided with a weekly set of spellings. This is in their Spelling Book. Once a week the pupils are assessed on these spellings.

***What does learning your spelling mean?** We do not expect pupils to just go through the motions of learning their spellings, but to actually take responsibility for their learning and to extend their spelling skills by making an effort to learn new words. Pupils will be provided with ideas of how to learn spellings.*

Home Learning Newsletter September 2016

Maths Planet Booklets

Each Maths Planet Booklet is named after a different planet and is stuck in back of Spelling Books (Number Facts section). The aim of the booklets is for the pupils to be able to recall number, measure and geometry facts quickly and without thinking. This means being able to say multiplication tables in about 20 seconds and to recall isolated times table facts immediately.

Pupils need to know all times tables in order, before moving on to mixed up. Inside the booklet are the other number, measure and geometry facts pupils needs to know. Teachers ensure pupils are provided with a typed version of the times tables they are learning.

Teachers ensure that parents are communicated with regarding the target number facts and times tables. Teachers highlight the target the pupil is to focus on. Parents may tick and initial the boxes 3 times (1 tick/initial = 1 box) to verify their child is able to recall the maths facts being focussed on. Once the target has been achieved 3 times, the whole row is highlighted.

Abacus Online Activities

Each term the class teacher allocates and informs pupils of their termly Abacus online activities. This is viewed as an **enrichment** activity.

Termly Topic

Every term a 'Termly Topic' is set. This is compulsory for Y4, Y5 and Y6 and optional for all other year groups. Pupils in the younger year groups will need to ask their teacher for a book to complete the work 'Termly Topic' in as they will not automatically be given one.

The termly topic is set the first week of each term and handed in the penultimate Friday. Pupils who do not hand-in their termly topics spend the following week's playtimes and lunchtimes completing their termly topic until it is finished.

Examples of good 'Termly Topics' are displayed in order to inspire and motivate pupils.

Year 6

Once a week, home-learning is set for year 6 by their class teacher. This activity is an opportunity for the pupils to develop their comprehension, GPS (grammar, punctuation & spelling) skills and mathematics skills ready for the Key Stage Two SATs. This is marked with pupils in order to provide quality verbal feedback.

Class teachers ensure that:

- a child's Reading Record is monitored regularly (once a week) and a record kept to monitor each child's pattern
- spellings are given out on the same day each week (each group or whole class)
- spellings are checked before pupils take them home (provided with a printed list)
- weekly monitoring of spelling practice
- a child is allocated with termly Abacus online activities which compliments their termly learning or reinforces another skill
- home learning is marked in accordance with the *Marking Policy (See Marking Policy)*
- records for Y6 are kept to monitor each child's pattern of completing and handing-in home learning

Pupils are encouraged to:

- take responsibility for taking their home learning home, completing it and handing it in
- read 5 times a week and keep a log of their reading (degree of parental input will vary according to age/confidence of child)
- learn spellings in a way that suits their learning style
- complete their termly topic in the appropriate book
- ask for help if they need it
- take advantage of the table and resources available at playtime in the hall

Parents are asked to support their pupils by:

- making it clear to their child/pupils that they value home learning
- encouraging and praising pupils when they have completed a task
- providing a reasonably peaceful, suitable place in which their child can concentrate on their work
- reading with/to their child 5 times a week (minimum) and making a note in the Reading Record
- practising multiplication and other facts regularly during the week
- practising spellings during the week

The Headteacher has overall responsibility for the implementation, management and monitoring of homework. The day to day implementation of this policy is a shared responsibility.

Adapting to Individual Needs

Pupils are supported to set appropriate targets for their learning (to choose the correct 'bitesize chunk' so learning is manageable and challenging).

Recognitions

Positively recognising those who regularly complete their home learning and hand it in is preferred to negative sanctions. We aim to motivate pupils to enjoy their home learning and to acquire good working habits. (*See Behaviour Policy*)

The non-receipt of a recognition is, we believe, a sanction in itself. However, pupils who persistently fail to complete reading, spelling or maths facts home learning will have their parents notified, in writing, of this fact by the Headteacher. The aim of this is to promote communication between school and home and to put in place extra measures to support and motivate the child. (*See Appendix 1*)

Activity	Recognition
READING	Pupils are recognised for reading 5 times with a sticker. If pupils read 5 times a week for a term their efforts are recognised with a certificate.
SPELLING	Stickers will be given for 9 or 10 correct. Stickers will also be given to recognise the pupils who have practised their spellings regularly and have tried very hard.
PLANET BOOKLETS	Stickers will be given for every times table 'star' or maths fact target. Stickers will also be given to recognise the pupils who have practised their times tables and/or maths facts regularly and have tried very hard. Once pupils have completed each times tables in the order, mixed-up or recall column pupils are recognised for their achievement by signing their name in the Happy Book and receiving a Headteacher's Award.
TERMLY TOPIC	All pupils completing the task are recognised with a certificate. Pupils are awarded with a bronze, silver, gold or double gold certificates. Pupils who have met the minimum requirements for their 'Termly Topic' receive a certificate. Prizes are presented to those pupils handing in a 'Top Termly Topic' worthy of a double gold.

Time Guidelines (how much time to spend on home-learning)

It is recognised that every child and family has differing needs and pressures. Time guidelines are seen as being flexible and should be adapted to the interests and needs of individual children.

Recommended time guidelines for daily home activities are:

	Reading	Spelling	Maths Facts	Termly Topic
EYFS	10 minutes (5 x a week)	n/a	n/a	n/a
Year 1	10 minutes (5 x a week)	5 minutes (5 x a week)	5 minutes (5 x a week)	n/a
Years 2	10 minutes (5 x a week)	5 minutes (5 x a week)	5 minutes (5 x a week)	n/a
Year 3	15-20 minutes (5 x a week)	10 (5 x a week)	10 (5 x a week)	n/a
Year 4	15-20 minutes (5 x a week)	10 (5 x a week)	10 (5 x a week)	2 – 3 hours spread over a term
Year 5	15-20 minutes (5 x a week)	10 (5 x a week)	10 (5 x a week)	2 – 3 hours spread over a term
Year 6	15-30 minutes (5 x a week)	10 (5 x a week)	10 (5 x a week)	2 – 3 hours spread over a term

For example, if a Year 6 pupil wishes to read for an hour in one stretch, this should be encouraged.

Monitoring the Policy

The Headteacher will monitor home learning through teachers' planning and the sampling of pupils' work.

Pupils are asked to express their feelings about the effectiveness of home learning via questionnaires and discussions with their class school councillors. Parents are asked to express their feelings about the effectiveness of home learning at the termly parents' evenings, questionnaires and by discussions with the Parent Governors.