

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness

Home Learning (Homework) Policy #7

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

DATE AGREED BY FULL GOVERNING BODY:	27.06.22
REVIEW DATE:	June 2025
REVIEW CYCLE:	Three Years
PLACED ON WEBSITE:	06.07.22
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SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<i>Aims of the School Assessment for Learning Policy Behaviour Policy Curriculum Handbook Marking for Learning Policy Pupil Premium Strategy</i>

Stratford-sub-Castle Church of England VC Primary School

Home Learning (Homework) Policy #7

'Life in all its fullness' (John 10:10)

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 pupil'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 2022

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), Maths Planet Booklet and Mathletics online activity.

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

Home Learning for KS2 2022

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

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

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

Year 6: Reading (5 times a week), spelling lists, Maths Planet Booklet and Mathletics 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.*

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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.*

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Maths Planet Booklets

The Maths Planet Booklets are pitched in line with year group expectations. They contain the number objectives from the National Curriculum and these will be taught during the year in maths lessons. They are designed to support parents to reinforce this learning outside school. Pupils need to be *very* secure in their knowledge and ability to recall (quickly) in order to 'achieve' each objective.

Teachers indicate in the Maths Planet Booklet which facts need to be practised at home. Pupils need to show that the learning has been embedded. At home, once parents feel their child is confident with the fact they put a date in the 'Home' column. The dates in the 'Home' column must be *at least two weeks apart* to show they have practised over a period of time. When a fact is tested in school, the teacher will either put a sticker on the 'star' on the front cover or date the completed fact to show the pupils has been tested and has been successful. This can only be done in school

The Front Cover: Initially, pupils need to have a secure understanding of the value of number, and need to be able to create numbers in different ways. These facts needs to be recalled quickly.

- Number bonds – two numbers that add together to make a whole. e.g. $5 = 1 + 4$ or $3 + 2$
- Subtraction facts for number bonds – the reversal, e.g. $5 - 2 = 3$, $5 - 1 = 4$
- Doubles – children need to be able to mentally double numbers to 20, e.g. double $4 = 8$, double $16 = 32$
- Halves – the reversal of doubles facts. They need to be able to mentally half even numbers, e.g. $\frac{1}{2}$ of $14 = 7$

In KS2 we focus on pupils having quick recall of their times tables facts, although they do begin learning these within KS1. Parents can practise by:

- writing/solving them in order
- writing/solving them 'muddled up'
- quick-fire reciting, e.g. $1 \times 2 = 2$, $2 \times 2 = 4$
- quick-fire recall of any fact

Pupils also need to know the division facts for their times tables, e.g. if $3 \times 4 = 12$, $12 \div 4 = 3$.

The 'Inside' Facts: Inside each Planet Booklet, there are listed the relevant number knowledge and facts that each pupil needs to apply in their year group, as stated in the National Curriculum.

Mathletics Online Activities

As appropriate, the class teacher allocates and informs pupils of their termly Mathletics 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 regular Mathletics online activities which compliments their termly learning or reinforces another skill
- home learning is marked in accordance with the *Feedback & 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 maths 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.

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.

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)	n/a	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.