



Home Learning Policy

Date approved: October 2020
Date of Next Review: October 2022



Article 28

Every child has the right to an education.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

This Policy applies to Wildmoor Heath School and all governors and staff of the school must abide by this policy, which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy, school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

Aims and Objectives:

Homework or 'Home Learning' covers a myriad of tasks, activities and tests, but can be defined as **“any work set by the school which is undertaken out of school hours for which the learner takes the primary responsibility”** (Hallam, 2004).

At Wildmoor Heath, homework tends to be one of four types:

1. Skills building tasks such as times tables, spellings, reading;
2. Writing tasks or completion or a piece of extended writing;
3. Reading comprehension;
4. Project work e.g. a Tudor house DT project in Y2 or a Drugs Project in Y6.

There are many purposes for setting home learning tasks:

- Securing basic skills to help pupil progress (practising and applying skills);
- Deepen skills and consolidate academic learning;
- Fostering home-school links and family communication;
- Building personal skills: “working at home can create self-directed learning skills; things like time management, emotional regulation, finding a place to work, focusing attention ... develop enquiry learning skills” (Richard Walker, 2012).
- To prepare pupils for the transfer to secondary school.

Setting Homework:

It is important to remember that when setting homework there are a number of points to consider:

- Teachers will personalise homework to match each child's learning needs (e.g. individual phonics cards in Year 1);
- The nature and type of homework changes throughout a learner's school career;
- Amount and frequency of homework will increase as a pupil gets older;
- Homework should not cause undue stress on the pupil, family or the teacher;
- Ensure that parents are clear about what their child is expected to do;
- We seek to secure strong home-school partnerships and homework habits to help pupils transition smoothly and successfully to the next phase of their education.

With these points in mind, the following guidelines have been written for each year group.

Reception

In reception, on a daily basis, children should:

- Read bug club book
- Practise phonic sounds
- Practise spellings
- Practise number bond facts

Year 1

In Year 1, on a daily basis, children should:

- Read bug club book
- Practise phonic sounds

- Practise spellings
- Practise number bond facts

Year 2

In Year 2, on a daily basis, children should:

- Read bug club book
- Practise phonic sounds
- Practise spellings
- Practise times tables/ number bonds

Year 3

In Year 3, on a daily basis, children should:

- Read bug club book
- Practise spellings
- Practise times tables

Year 4

In Year 4, on a daily basis, children should:

- Read bug club book
- Practise spellings
- Practise times tables

Year 5

In Year 5, on a daily basis, children should:

- Read bug club book
- Practise spellings
- Practise times tables

In addition, children should complete a Maths or English task once a week set by the teacher

Year 6

In Year 5, on a daily basis, children should:

- Read bug club book
- Practise spellings
- Practise times tables

In addition, children should complete a Maths or English task once a week set by the teacher. Year 6 children may also receive additional and / or alternative home learning in the lead up to and after their SATs tests. This could include:

- Times tables practice online (e.g. Times Tables Rock Stars) and problems to apply skills;
- Practice reading comprehensions around the class book;
- Practice SATs papers and questions;
- 'Year 7' style and frequency of homework in preparation for transfer to secondary school;

In addition to these, there are resources available online to support children in their learning if parents choose to use them. These include lessons and activities on:

- BBC bitesize (<https://www.bbc.co.uk/bitesize/primary>)
- The Oak National Academy (<https://classroom.thenational.academy/subjects-by-key-stage>)
- White Rose Maths (<https://whiterosemaths.com/parent-workbooks/>)

Role of the Teacher:

- To provide an explanation of home learning tasks to parents and give guidance of how they might assist their child.
- To set up regular home learning in an easily followed routine, consistent with this policy;
- To set home learning that takes inclusion and equal opportunities into account;
- To ensure any home learning is purposeful and links directly to the taught curriculum;
- To acknowledge and praise children who regularly complete home learning tasks;
- To give feedback to pupil about home learning tasks;
- To monitor the frequency in which children engage with home learning

Role of the Headteacher and Governing Body:

- To check compliance of the Policy;
- To meet and talk with parents when appropriate;
- To discuss with staff how far the policy is being successfully implemented;
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails;

Role of Parents and Carers:

- To support the school by ensuring that their child attempts home learning tasks;
- To provide time and a suitable place for their child to carry out home learning;
- To encourage and praise their child when they have completed home learning;
- To become actively involved and support their child with home learning activities;
- To make it clear that they value home learning;

At Wildmoor Heath, we are keen for parents to support and help their children, as they are likely to get more out of an activity if parents are involved. However, there are times when we will want to see what children can do independently. This is particularly important, as they get older. If a parent is unsure about their level of involvement, they should discuss it with their child's teacher.