



HOME LEARNING POLICY 2018-19

Introduction

The purpose of this policy is to ensure that teachers and parents/guardians are completely clear about what is expected of pupils in terms of home learning (formerly 'homework') and how it should be organised and managed. Staff and pupils regard home learning as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.

Rationale

Learning at home is essential to support Learning and Teaching. At Mytchett Primary School we believe that set regularly, it is important as it gives pupils the opportunity to practise at home the learning covered in class, and helps them work towards improving important skills and raises their attainment. Home learning can motivate and develop positive beliefs about achievement and raise aspirations. It also helps children and young people to become confident, flexible and independent in their learning, which will help throughout their time at school and in adult life.

WHAT DO WE MEAN BY 'HOME LEARNING'?

At Mytchett Primary School we define the term *home learning* widely, to mean any activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. Children perform best when home and school work together and home learning is an opportunity for parents to become active partners in supporting learning. Home learning can cover a very wide range of activities, depending on the age of the child, but throughout the primary years a consistent emphasis is placed on reading for pleasure and purpose. We also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in their learning lives.

Importance of Home Learning

There is no legal requirement for schools to provide a set amount. However, we see it as a means of helping to raise pupil achievement by providing a way for pupils:

- to consolidate and reinforce what is learnt in the classroom
- to build up basic skills
- to become curious and independent learners
- to develop good study habits
- to prepare for the next stage of education

The Purposes and Principles of Home Learning are to:

- support learning in the classroom and to raise standards of achievement
- enhance the learning experience for each pupil
- identify and highlight pupil development and pupil needs
- ensure that parents and carers have clear expectations about their role and that of the pupil
- identify differentiation between the needs and learning targets of pupils so that home learning is challenging and supportive
- provide opportunities for parent/carers to enjoy learning experiences together
- ensure progression as pupils mature and become independent learners
- provide support for extended reading at all ages
- reinforce and consolidate learning at all stages of development
- create a partnership for school and home in the learning process
- give extra support for children with particular needs
- help develop social as well as other skills where necessary
- raise self esteem; when a child achieves something independently in their own time the feedback they get from their teacher has a higher value.
- encourage the development of good behaviours for learning

Marking and feedback

Pupils' feedback on home learning tasks will be given in a variety of ways; this will be dependent upon the task itself and the learning intention. It might include:

- whole class marking/peer marking and response
- detailed teacher marking
- brief teacher marking
- written feedback
- verbal feedback

Time Allocation for Home learning

The time set for home learning is less important than the quality of the tasks set and the way in which they support learning in the classroom. However, in our policy we set out a framework, which follows the Government's Homework Guidelines and recommends certain periods of time to be spent on home learning at different stages. This helps to create an expectation and a discipline for regular, independent learning.

HOME LEARNING

Class teachers will inform parents through their Newsletter, at the beginning of the academic year, of the home learning expectations in their year group. The Government's recommended time allocation, based on current good practice, is set out in *Homework: Guidelines for Primary Schools and Secondary Schools* and our policy is broadly in-line with this.

The table below sets out the agreed homework format for this academic year 2018-19.

Details to be revised in Autumn term each year.			
KEY STAGE 1 HOME LEARNING 2018-19			
Reception	Year 1	Year 2	
	Maximum 1 hour per week		
<p>Reading at least 5 x weekly</p> <p>Phonic practice – new letters weekly to practise-sound, name and formation.</p> <p>Learning of tricky words (from Autumn half term)</p> <p>High frequency word games (from Spring term)</p> <p>Occasional objects brought in from home relating to current learning.</p>	<p>Reading every evening to include discussion about text</p> <p>Phonic activity/practice</p> <p>Mental maths learning</p> <p>Statutory spellings – tested termly (from Spring term)</p>	<p>Reading every evening; discussion about text</p> <p>Mental maths learning</p> <p>Statutory spellings – tested termly</p>	
	<p>DoodleMaths is used by all children in Yr1 and Yr2 to practise key mathematical skills and concepts. All children have an individual login to use at home and they aim to earn 50 Doodle Stars per week.</p>		
KEY STAGE 2 HOME LEARNING 2018-19			
Year 3	Year 4	Year 5	Year 6 <i>(The emphasis for Year 6 from Spring Term will be on revision)</i>
<p>Max 20 minutes each week night, including:</p> <ul style="list-style-type: none"> • Daily reading. • Mental arithmetic/tables practice <p>A task related to the spelling rule being taught that week.</p> <p>Statutory spellings – tested half termly</p> <p>1 x weekly task from core curriculum area (20 mins approx.)</p>		<p>Max 30 minutes each week night, including:</p> <ul style="list-style-type: none"> • Daily reading • Mental arithmetic/tables practice <p>A task related to the spelling rule being taught that week.</p> <p>Statutory spellings – tested half termly</p> <p>2 x weekly tasks from core curriculum areas (20-30 mins per task)</p>	

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Children with Special Educational Needs

Some children may benefit from special tasks separate from the home learning set for other children in the class, however we feel that it is important that they should do as much in common with other children as possible. We aim for our class teachers, SENCo and parents/carers to work closely in the setting of appropriate home learning which do not demand too much or too little of children and their parents. These tasks should have a very clear focus and time-guideline and give plenty of opportunities for pupils to succeed. There is a strong belief in frequent re-visiting for pupils with SEN. This is considered to be effective in helping them to make progress

What might the home learning be?

In primary schools the purposes of continuing learning at home change as children get older. For children in Key Stage 1, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose and the activities may be of different kinds including simple games, learning spellings and number facts and of course, reading together providing a very important opportunity for young children to talk about what they are learning to an interested adult. Practising key skills in a supportive environment is vital.

As children get older, home learning provides an opportunity for them to develop the skills of independent learning 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 study on their own. By the time children reach Year 6 their home learning programme will cover a much wider range of tasks and curriculum content which aids their transition to Secondary school. This may be varied and not purely written assignments. It may include:

- Finding out information
- Reading in preparation for lessons
- Preparing oral presentations
- More traditional written assignments

Shared responsibilities

Responsibility of parents and carers

Parents and carers will encourage and monitor home learning and inform the school if an issue arises. They should aim to:

- provide a reasonably peaceful, suitable place in which pupil can do tasks alone or, more often for younger children, together with an adult, or help pupils attend other places where this can be done, such as home learning clubs or study support centres;
- make it clear to pupils that they value home learning, and support the school in explaining how it can help them;
- encourage children to persevere with a task and praise them when they have completed it, giving support if appropriate.

- give due importance to non-written tasks such as listening to children read on a regular basis
- record reading in the Reading Record book and respond as appropriate to confirm that home learning tasks have been completed in Home Learning books.

Advice is given to families in terms of how to support their children at home through meetings with the class teacher (eg annual 'Meet and Greet', Helping your Child with Reading (EYFS and Yr 1)), booklets of advice – e.g. 'Maths: the Mytchett Way' (details the school's methods of teaching calculation); termly Newsletters identify ways in which parents can develop learning at home through visits, activities etc and workshops for parents with a curricular focus enable information sharing to further parents knowledge and understanding of processes in school. Every effort is made to hold these at a time when working parents/carers can also participate.

Responsibility of class teachers

- to communicate home learning expectations through newsletters at the start of each year
- to ensure that the demands of home learning are manageable – both for pupils and themselves
- to ensure that children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them;
- to prepare and follow up appropriate home learning tasks which reinforce and consolidate class learning;
- to provide feedback to children as soon as possible following assignments; this may take the form of class discussion, tests, pupils' own review in groups or the more traditional written comments. *(Providing individual written feedback is demanding on teachers' time. The range of tasks set for home learning will take this into account.)*
- Contact parents about home learning tasks not completed and pass on positive feedback as appropriate

Pupils in upper KS2 will ensure their understanding of the home learning tasks and demonstrate a commitment to spending an allocated time doing the tasks set and handing the work back on time. KS2 children are given their home learning on a task sheet which they are responsible for gluing into their home learning books. Parents are asked to write a comment and sign when the home learning is completed. Years 3- 6 have a specific Reading Record for recording their reading and spellings to be learnt. KS1 and Reception children have a Reading Record book for completion by parents and other adults in school who hear the child read. This may also be used for short messages between home and school. A Home Learning Book is used for written tasks.

During the school day class teachers will give additional support/time during the school day for pupils requesting it. This may take the form of additional help or simply use of a play or lunch time to complete unfinished home learning or carry out extra research. We have a home learning club and access to this is by invitation only.

Responsibility of the Head Teacher

- to ensure regular review of the policy through consultation with staff, parents/carers, children and governors
- to recognise children's efforts, for example by mentioning them in assemblies or publicising the achievements of particular classes to ensure that pupils' motivation is maintained

Equal Opportunities

All teaching and non-teaching staff at Mytchett Primary and Nursery School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum, having the same opportunities as their peers to participate in the home learning structure offered by the school.

MONITORING AND REVIEW

It is the responsibility of our governing body to agree and monitor the school Home Learning Policy. This is done by the Children and Learning Committee. Parents respond via questionnaires, parent forums and more informal meetings with staff. Our governing body pays careful consideration to any concerns that are raised.

The implementation and effectiveness of our Home Learning Policy will be reviewed annually. This is to ensure that teachers and parents are completely clear about what is expected of pupils and how it should be organised and managed.

Agreed by LGB November 2018

This section to send to parents annually in Autumn term.

Should I help my child with home learning ('home work')?

Home learning allows you to see what your children are doing and to support their learning. This partnership between school and home is a vital part of successful education.

At Mytchett, we believe that children are likely to get more out of an activity if parents get involved - as long as they do not take over too much!

If you are unsure about how much help to give, please discuss it with your child's teacher.

They will be pleased to see you and will help you to get the balance right.

12 things you can do to help your child learn:

1. Give your child confidence through lots of praise and encouragement.

Provide specific praise that focuses on a particular aspect of their work. Comments such as "I like the way you have..."

2. Read to, and with, your child as much as possible.

Children who are supported to read regularly at home and develop a love of reading from an early age make more progress, in all key stages, than children who don't.

3. Encourage your child to observe and talk about what they see, feel, think etc.

Even young children can be helped to read notices and signs, for example, and understand what they mean.

4. Help with any basic queries and errors

e.g. a few spelling words or punctuation points or a request to help look something up in a dictionary or reference book. Help by testing – in a friendly and positive way as possible! Spelling is best tested by asking the child to write the word. Tables and other facts are best tested orally.

5. Make use of your local library, museums and other places you think your child might find interesting.

6. If your child likes watching television, watch it together sometimes and talk about what has been watched.

7. Try to provide a reasonably quiet and suitable place where your child can work and show that you and all members of the family value and respect the home learning task/activity.

8. Try to set time aside to support your child's home learning activities whilst also allowing some independence where appropriate. *It is better to have tried and returned a task part-completed with a little help (or even with a note from you saying that they haven't understood), than to have returned it all right but without understanding!*
Please feed back to the class teacher if you need to- or even add a brief note at the end of the work.

9. Encourage your child to discuss home learning with you, including the feedback from teachers (*this may have taken one of a number of forms; discussion, tests, children's own group reviews or the more traditional written comments*)

10. Try to help your child to see the enjoyable aspects of bringing learning home.

11. Help your child to see the importance of home learning/study and teach them to become more independent and take more responsibility for themselves as they get older.

12. Remind your children to complete and hand in completed tasks on time. A copy of your child's home learning programme will be provided at the start of each year but please ask if you need another one.

Please contact us if you have any questions or concerns.

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