



New Marston Primary School
Home Learning Policy
January 2018

Rationale

Approaches to homework, or home learning, have altered dramatically over the years. In 2011, the Sutton Trust, after extensive research, stated that homework in primary schools had no impact on progress of the children. However, their more recent studies (2017) have concluded that home learning can have an impact if certain conditions are met:

“The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework. Common homework activities in primary schools tend to be reading or practising spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests.”

“It is certainly the case that schools whose pupils do homework tend to be more successful.”

“Effective homework is associated with greater parental involvement and support.”

What are the aims of this policy?

- To ensure a consistent approach to home learning in each key stage.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for home learning.
- To ensure that teachers, parents and children are fully aware of the role they play with regards to home learning.

What is the purpose of home learning?

- To consolidate, reinforce and extend skills and understanding, particularly in English and Maths.
- To provide opportunities for parents and children to work together.
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.

What is the role of the school?

- To provide parents with a clear policy regarding home learning.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about home learning and to follow-up where necessary.
- To provide support for children with the running of a home learning club.

What is the role of the teacher?

- To plan and set a programme of home learning that is appropriate to the needs of the child.
- To ensure all children understand the home learning they have been given.
- To monitor and acknowledge home learning.
- To be available to talk to parents and children about home learning.

- To inform parents if there is a problem regarding home learning.

What is the role of the parent/carer?

- To support the child in completing home learning.
- To ensure the child completes home learning to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the home learning.
- To provide the appropriate resources for the child to complete the home learning.

What is the role of the child?

- To ensure they have everything they need to complete home learning each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To be responsible for taking it home and handing in the home learning on time.
- To take on board any feedback about home learning.

How much time should be spent on home learning?

Phase	Homework	Timings	What happens?
Early Years	Reading	10 minutes daily	Teachers will acknowledge or write a question mark if reading record has not been filled in once a week.
	Letter formation and Tricky words (Rec only)		
	Cherry and Chestnut Challenges (Rec)		
KS1 (Year 1/2)	Reading and High frequency words	15 minutes daily	See above
	Maths or English		
	Termly creative projects		
LKS2 (Year 3/4)	Reading	10 minutes daily	1 house point for each reading entry. Raffle ticket for a full week of entries.
	Maths facts practise	10 minutes daily	Maths Ladder targets will be updated on a rolling basis.
	Weekly Mathletics, spellings and occasional theme activity		Home Learning Club (Tuesday lunchtime)
	Termly creative projects		Pupil presentations at the end of the term.
UKS2 (Year 5/6)	Reading	10 mins daily	Home Learning Club (Monday lunchtime)
	Maths facts	10 mins daily	
	Spelling	10 mins daily	
	Termly project		

Home Learning in Reception

Learning together is the emphasis for children in Reception. It is an ideal time to lay the foundations for continuing work at home. Parents will be informed of the theme that the children are learning in school each half term.

What type of work will my child get?

Reading

Starting in the second half of the Autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways:

1. Adults reading to children.

Parents are encouraged to use the Library boxes in the reception classrooms. These boxes contain books that are suitable to read to children, so they can get used to print and stories. Parents should encourage children to point to words as they are being read. Discussion about the books is also important.

2. Children reading to an adult.

When they are ready to, children will start bringing books home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

Please ensure your child reads to you at least **5 times per week for 10 minutes each time**. This should be recorded at least once a week in the record book.

Letter formation

During the Autumn term, the class teacher will provide parents with a sheet to support children with letter formation. This shows where to start and finish when forming each letter and what each letter should look like. Giving children the opportunity to practise forming letters and also developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively, so they don't fall into bad habits.

Tricky Words

Children learn to read tricky words. After the children have learned the tricky words in each phase parents will be sent a list of the words the children have learned. Regularly practising reading them, looking out for the words in reading books and playing games with them, will really benefit the child. For some children, it will be useful to practise writing the words as well as reading them. The teachers may send home games to give parents some ideas. It would be useful if these words were practiced on a regular basis in the summer holiday before year 1, as well as parents continuing to share books with their child.

Supporting pages can be found on the EYFS pages of our website.

Cherry/Chestnut Challenges

At the beginning of each term, a set of "Cherry or Chestnut Challenges" will be sent home. If your child completes a challenge successfully, please record it on a "Wow Star".

Home Learning in Years 1 and 2

For children in Key Stage One, we encourage parents to work together with their child to support them with their home learning. The emphasis remains on English and reading, but we include ways in which children can be supported with important maths skills.

What type of work will my child get?

Reading

Reading on a regular basis is vital when children are in year one and two. Children will bring their reading books home every evening, and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words i.e, using their phonics knowledge to sound words out, looking at the pictures and looking for words within words, are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with their child.

High Frequency Words

Children will have daily phonics lessons throughout Key Stage 1, which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children will bring home some words each week for them to read, write and learn. Parents can help children to learn these, by practising them regularly and often. Children will often receive the same words again in order to practise them further. Children should have the opportunity to practice their words over the summer holidays. **5 words per week will be given to learn.**

Maths

Children will be given home learning to develop important maths skills. Parents can support their child by giving them lots of opportunities to practise these skills. By the end of year 2:

- Children should be confident in their 2, 5 and 10 times tables. They should be able to say them in order and mixed up.
- Children should be able to double each number up to 20.
- Children should be able to halve each even number up to 20.
- Children should know their number bonds of all numbers up to 20. This means they should know how to make each number, for example 5 can be made by 0+5, 1+4, 2+3, 3+2, 4+1, 5+0
- Children should be able to tell the time when it is o'clock, half past, quarter to and quarter past on digital and analogue clocks.
- Children should be confident when using money. They should know the names of the coins and they should have experience of adding, taking away and finding change.

Teachers will sometimes send home key number facts and shape names to learn.

Also, children will be given a termly activity, linked to the topic.

Home Learning in Years 3 and 4

For children in Lower Key Stage 2, home learning provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children, but good habits of independent study should be encouraged. While the focus for home learning in Lower Key Stage 2 continues to be English and Maths, children will also be given more varied tasks in other areas of the curriculum.

What type of work will my child get?

Reading

Children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of a text, that sometimes will go beyond the literal meaning of the stories and characters. Children will need to build their reading stamina by reading texts that are more detailed. They should be encouraged to read all types of texts including non-fiction and poetry. **Parents should complete/sign their child's reading record** to show that they have read to an adult or discussed their book with an adult at least once a week. House points and raffle tickets will be awarded for reading record entries.

Spellings

Spellings linked to what children are learning in their phonics or spelling sessions will be recorded on the weekly home learning sheet. These spellings will be personal to what your child needs to consolidate and practise. A list of spelling activities will be sent home in the home learning folders. Another strategy is to ask your child to write a short sentence that includes some of their spelling words – these sentences should be correctly punctuated with capital letters and full stops.

Maths

This will usually be set on Mathletics and will consolidate or revise previous learning in class. Please speak to your class teacher if you do not have computer or internet access at home and an alternative can be arranged. Children are expected to know all multiplication and division facts up to 12x12 by the end of Year 4, as well as other key number facts as seen on the Maths Ladder Targets. Maths Ladder Targets will be assessed in class on a rolling basis.

Other Areas

Occasional home learning linked to other curriculum areas (Science, Geography, History, Art etc) may be sent home.

Creative Home Learning

A project menu linked to the term's themes will be sent home at the start of each half term. Children will have the whole term to produce their projects, which will end with class presentations that form part of their speaking and listening assessment. The project menu will consist of a list of activities that increase in challenge (as shown by their chilli rating) and there is an option for children to explore their own ideas as well. Children are expected to complete six chillies worth of activities and parental support is encouraged.

Home Learning in Upper Key Stage 2

What type of work will my child get?

Reading

Children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the text that will sometimes go beyond the literal meaning. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Parents should continue to complete their child's reading record to show that they have read to an adult or had a discussion about the book. (An adult's signature constitute proof that the child has completed Reading home learning. Where possible, children are strongly encouraged to note down the title/author of the book they are reading.

Year 6 may bring home SATs practice papers also.

Creative Home Learning

Each half term, all the children in Key Stage 2 will be set the same piece of home learning. This home learning is open-ended and allows them to work on a creative project. Creative home learning is set five times a year before each holiday (except summer) and this allows the children to spend more time on it.

How much time should be spent on home learning? See Grid

FAQs

How can parents find out more information about home learning?

At the start of each term, each year group will provide parents with a topic web, which will outline the topics being covered during the term.

Teachers will have different systems for handing in home learning and this will be communicated to parents and children at the beginning of the year. Termly newsletters and posters of classroom doors will also provide reminders.

If parents need advice on how to support their children with home learning, they can speak to the child's class teacher.

Why will children sometimes be given extra home learning?

Children who take part in specialised lessons such as SATs Booster Classes may sometimes be set extra home learning to further revise and prepare for their SATs.

Additionally, children who work in a one to one situation with teaching assistants, will sometimes be given extra home learning tailored to that child's specific learning needs.

In both cases, children should complete this work alongside their normal home learning, unless the child or the parents have been told otherwise.

What will happen if children do not complete their home learning?

The expectation is that children will complete their home learning. If for any reason children are unable to complete their home learning, parents/carers should provide the class teacher with a

note or contact the class teacher explaining why the home learning has not been completed on the day the home learning was due to be returned to school. Class teachers will speak to parents for a discussion about home learning that is frequently not completed.

What if a child says they have received no home learning?

If parents have not received a letter or home learning, then they should check with the child's teacher.

In Key Stage 2, it is the expectation that children will begin to take greater responsibility for taking their Home Learning Folders home each week.

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