Uxendon Manor Primary School

Policy on Home Learning

1 Introduction

1.1 It is important that all children should have the opportunity for learning activities at home as this can reinforce work done in school. It can keep parents in touch with some class work, and it helps to develop good habits of independent study. Home Learning should be meaningful and beneficial for the children and relevant to their work in school. It may be used to prepare for, or follow up class work. Certain activities will be set regularly, for example, reading and spellings. Other types will be set as required, for example, complete a piece of work begun in class

2 Rationale for home learning

2.1 We believe strongly that children should still have time and energy to play, enjoy hobbies and interests or watch television.

3 Aims and objectives

3.1 The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

4 Expectations

4.1 **We will**

- set home learning activities and tasks appropriate to the abilities of the children
- mark the work set as appropriate
- try to spread work out over the week
- do regular checks of pupil diaries to see that all is well

4.2 **We ask that the children will**

- from Year 3 use the pupil diary to record the tasks set
- complete the work set
- take great care of books, paper and resources taken home
- hand in work on or by the day it is due
- be more and more responsible for planning their own use of time
- use the diary to record their learning targets

4.3 **We ask that you will**

- take an interest in your child's work without doing it for him/her
- check the pupil diary regularly and see that work is done honestly and carefully

- let us know if your child is having difficulties with the work or needs to spend too much time
- on it
- ***not*** use the pupil planner for absence notes, please write a separate letter.

5 Types of home learning

We will not set all types of home learning detailed below every week, and occasionally will set work that does not fit the descriptions. The following should however give you an idea of what you might expect.

5.1 Talk Homework

Talk homework is introduced to the whole school every week in assembly and is based on topics that are current, interesting and relevant to the children and therefore more likely to stimulate conversation and debate. Talk homework information can also be found on the Uxendon Manor website. In the EYFS, regular newsletters are sent out from Nursery and Reception classes to inform parents of weekly talk homework.

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5.2 Reading

Younger children will still need to read to and with parents. This is still probably the most valuable activity for them. For this reason we say that every child should have either a reading book, or, for the more able, a library book or novel which they should be reading every evening for some time. All readers will also benefit when you read to them and with them.

Older children may also bring home reading comprehension activities. relevant comments.

5.3 Spelling/phonic work

Words will be set most weeks. They may be taken from errors in the child's work; they may focus on a spelling rule, or be related to a topic being studied. They will be tested in class and children may be asked to put words into sentences to show the meaning of the words.

Handwriting tasks may be given from sheets or books to copy from to practise specific letters or combinations.

In the EYFS, sounds and actions of letters are sent home as well as letter formation sheets.

5.4 Mathematics

Children may be asked to learn number bonds e.g. addition and subtraction facts up to 20. They may also be asked to learn multiplication and division facts or tables. Children will not be asked to do work which is unfamiliar to them, and may be confused if you try to explain "the quick way we learned when we were at school." Some work will be set to consolidate learning, some to challenge and to prepare for planned learning in class.

5.5 Re-drafting

Children may be asked to edit and improve a first or early draft of a piece of work. It may also be making a "best" copy of work previously edited by the teacher. A dictionary or thesaurus may be useful!

5.6 Other work

Occasionally, the teacher will ask that work begun in class be completed at home, perhaps because the child has worked too slowly in class or needs to catch up. Otherwise the teacher may leave it deliberately to be completed at home. Children may be asked to memorise a piece of poetry, lines for a class assembly or production or a song. They may be asked to do drawings or sketches that will be used in class. They may be asked to carry out some research or they may be asked to bring items in from home.

5.7 Personal topic or research

Older or more able children may be set work on a topic over a longer period - e.g. a half term. This may involve visits to the library, research or writing off for information.

6 Amount of Homework

As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in Years 3 and 4 to spend approximately 15–20 minutes per night on homework, and children in Years 5 and 6 to spend approximately 30 minutes per night. This is in line with the DCSF guidelines that were issued in 1998.

We give all our pupils a diary in which the homework is recorded, either by them, or by the teacher, or by the learning support assistant (LSA), and in which parents/carers and teachers make any relevant comments.

Nursery and Reception - No specific guidelines but we suggest 5-10 minutes daily
Year 1 1.5 hour (per week)
Year 2 1.5 hour (per week)
Year 3 2 hours per week
Year 4 2 hours per week
Year 5 2.5 hours per week
Year 6 3 hours per week

7 Inclusion and homework

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans

(IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

8 Holiday “home learning”

We may set tasks for some children during the holidays, for example, revision tasks. It is however always valuable for children to read and to practise their multiplication tables.

General

Parents may wish to provide an A4 book bag or folder so that books and papers sent home can be kept dry, flat, clean and tidy. Everything that a child takes home to work with should be brought into school each day even if the work is not yet due. We may wish to use them in class. However much we set for children, it will always be too much for some parents (and children!) and too little for others. We have tried to be realistic in what we expect from children, always remembering that we want them to have time to do many things just as important as their schoolwork.

9 Use of ICT

9.1 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

9.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents or carers are advised always to supervise their child's access to the Internet.

9.3 Some of the most important educational software that we use in school can be bought by parents or carers on a home-user licence. This ensures that children are using age-appropriate software in their work at home. The school will supply interested parents or carers with details.

9.4 We discourage children from bringing computer disks or USB sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school.

10 Monitoring and review

10.1 A named member of staff is responsible for coordinating and monitoring the implementation of this policy. We allocate special time for this vital task. The coordinator uses this time to inspect samples of the children's work and of the teachers' planning.

10.2 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents and carers complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way in which homework is organised in our school.

10.3 This policy will be reviewed in two years, or earlier if necessary.