



Policy for Home Learning

Aims of this policy

- To communicate to children, parents, staff and governors expectations and roles in terms of home learning activities
- To clarify the purpose of home learning including;
 - Developing the skills and attitudes of independent learners
 - Developing the partnership between home and school, providing opportunities for parental
 - co-operation and support

Introduction

Home learning encourages children to become confident and independent in their learning, which will help throughout their time at school and later in adult life. Home learning activities are an important part of the home/school partnership. All children are expected to take part in a variety of home learning tasks which enhance and underpin their work in class.

Home learning is unlikely to be work children have never met, unless it is a specific research project for new learning and therefore 'launches' a curriculum area. This home learning policy has been devised by the teaching staff and forms a consistent and progressive approach to the setting of home learning throughout the school.

Using computers, tablets and the internet

As new technologies, website, apps, games and blogs become more common place we recognise the place for these. Teachers use blogs to communicate about home learning as relevant and will often provide prompt sheets/examples to support parents and children. Often suitable weblinks are provided in home learning prompt sheets or via blogs to support and underpin skills and content taught in class. If internet access is not available in the home then school we try to provide opportunities for any child to complete online learning activities in school time using school equipment.

Ownership

In Year 5 and 6 we expect children to start to take ownership of recording, completing and handing in home learning in line with class expectations. This is useful preparation for Secondary School.

Regular routines and expectations at AWGS

Age/class	Activities/subjects/days	School expectation (per week)	DfE guidance
Reception class (Owls)	Daily reading (including Story bags Sept-Dec and regular school library books from January) Techie teddy Preparing for show and tell Practising number bonds, one more, one less	Daily reading of at least 5 minutes Short burst practise of numbers and talking about school from the blog	30 mins per week
Y1 (Elephants)	Daily reading Practising number bonds (often a Monday check) Learn key words and spellings as allocated Preparing for Show and Tell (every 3 rd week)	Daily reading of at least 5 minutes 20 mins on other activities	60 mins per week
Y2 (Penguins)	Daily reading Spellings/grammar practise (Out Tues, In Thurs) Maths activity (Out Fri, In Mon)	Daily reading of at least 5 minutes 20-25 mins on other activities	60 mins per week
Y3 (Lemurs)	Daily reading Weekly maths and literacy task (Out Mon, In Fri) Occasional project work/ weekend learning To practise times table and spellings throughout the week	15 mins per day for upto 5 days	90 mins per week

Age/class	Activities/subjects/days	School expectation (per week)	DfE guidance
Y4 (Zebras)	Daily reading Weekly spellings (tested Friday) Weekly times tables learning Maths and Literacy work linked to class (Given out Friday) Occasional project work/ humanities/French based	30-40 mins of Maths/Lit per week 10 mins read/spell/ times tables 5 days per week	90 mins per week
Y5 (Giraffes)	Daily reading Weekly times tables learning Weekly spellings (investigation alternates with L,S,C,W,C practise, Out Mon) Weekly additional activity - Literacy, Topic, DT or RE etc (Out Wed). <i>This may involve longer project work spanning a number of home learning times.</i> Weekly Maths activity inc. abacus activelearn or activity sheet or investigation (Out Fri)	30 mins a day for 5 days Plus Occasional topic linked projects	2-2.5 hours per week
Y6 (Koalas)	Daily reading Weekly spellings to learn plus challenge activity 2 SPAG allocations on bugclub 2 Maths allocations on abacus activelearn Calculation and number practise Weekly literacy activity linked to whole class text work	30 mins a day for 5 days Plus Occasional topic linked projects	2-2.5 hours per week

The above timings are for guidance. If a child finds that a piece of homework is taking too long or is too difficult then STOP! Just let your child's teacher know.

Moving children on in their reading

It is vital that children read for pleasure as well as improving their decoding, accuracy and intonation. The Oxford Reading Tree scheme includes helpful questions, follow up activities and suggestions for parents to support their child with each book. For older or more able readers teachers can provide key prompts/questions to help children explore and understand what they have read at a greater depth.

How parents can help to support their children:

- Provide somewhere peaceful for children to work without distractions.
- Provide a suitable place equipped with a comfortable chair, clear table space and good light.
- Provide encouragement and support to children when they require it. (Remember to praise all effort).
- Be actively involved in the homework without doing it for them. Let your child's teacher know if there are any problems encountered with homework
- Supervise and discuss safe internet and computer use, including posture and exposure to the screen for prolonged periods.

Pupils are expected to:

- Take pride in presentation and content.
- Be organised so that necessary books and equipment are not left at school or at home.
- Take responsibility for handing in the completed task on the agreed day.
- Work with increasing independence as they move up the school.
- In Years 5 and 6, to record homework in a homework diary.

Feedback for pupils:

Feedback for home learning may be given in any of the following ways:

- From parents whilst home learning is being completed.
- Discussion or presentations in class.
- Through tests e.g. spellings and tables.
- Individual comment from teacher.
- Pupils reviewing the work done in small groups.

Home learning not completed on time

If home learning is not completed on time then the child will be given another night in which to complete the work. If this happens regularly then parents will be informed. We do not routinely chase, hassle and sanction children for incomplete home learning tasks but rather encourage the home/school partnership and personal responsibility needed to be a successful learner.

Date of review

This policy was reviewed in October 2016 and will be reviewed bi-annually or as needed in light of any relevant local or national changes to DfE expectations.

Agreed by the governing body

Date

Signed (Chair of Governors)