



Together we shine

TEMPLE *Grafton*

C of E Primary School

Home Learning Policy



Adopted: July 2022

Review Date: July 2024

1. PURPOSE

1.1 The purpose of this policy is: -

- To ensure home learning is an integral part of the curriculum at Temple Grafton C of E Primary
- To establish clear guidelines on the purpose of home learning and the setting, timing and marking expectations at Temple Grafton C of E Primary.
- To provide information to parents, teachers and governors in order to achieve consistency in the messages children receive about home learning.
- To create a firm partnership between parents/carers and the school through involving them in their child's learning.

1.2 Research evidence suggests that home learning has the greatest impact on learning when: -

- Home learning tasks are an integral part of the school curriculum.
- There is consistent practice across the school in setting home learning tasks.
- Pupils and parent/carers are clear about what they need to do and know what to expect each week.
- Parent/carers are treated as partners in their children's learning.
- There are high expectations of pupils in completing learning done at home.
- Pupils receive prompt feedback on their completed tasks.
- Home learning policies are regularly monitored and evaluated to check their effectiveness.

1.3 At Temple Grafton C of E Primary we understand that to be effective, home learning needs to be part of a wider partnership between parents, pupils and schools. Therefore parent/carers, governors and pupils were consulted during this review of the Home Learning policy.

1.4 The purpose of learning at home is: -

- To give children opportunities to practise or consolidate basic skills and knowledge for example: reading, spelling, multiplication, division.
- To encourage children to become independent learners where prior knowledge is developed.
- To help children to develop research skills and personal interests through extended school learning.
- To involve parents in their child's learning creating a partnership between school and home.
- To encourage children to be proud and enthusiastic about their learning.
- To encourage children to persevere, to collaborate, be resourceful & resilient and to and develop their reflectiveness.
- To prepare children for transition through the Key Stages, including transition to high school.
- To raise self-esteem and confidence in all pupils.
- To promote excellence and raise the standards of all pupils.

1.5 This policy sets out timings, guidelines, roles and monitoring and evaluation. This policy will be reviewed every 2 years.

2. WHAT SHOULD THE LEARNING TASKS CONSIST OF?

2.1 Below is a guide to the homework tasks that will be set for each year group. The timings are an approximate guide.

2.1.1 **Reception** (OPTIONAL)

5 minutes of reading a phonically decodable each night, with also the option of a 'read to' story or non-fiction to share with parents/carers

Learn key words

Phonics practice

Topic/ phonics/ technology based home-learning activity every half term

2.1.2 **Year 1**

Selected spellings to learn – **see Phonics and Spelling Policy (Yr1)**

Weekly maths challenge, set as appropriate for child's stage

My Maths Challenges set to support class learning

Half-termly subject specific home learning challenge or activity to be completed over a two-week period.

Children have Infant reading diaries for their parents to record their reading frequency.

2.1.3 **Year 2**

Selected spellings to learn - **see Phonics and Spelling Policy (Yr2)**

Weekly maths challenge, set as appropriate for child's stage

My Maths Challenges set to support class learning

Half-termly subject specific home learning challenge or activity to be completed over a two-week period.

Children have Infant reading diaries for their parents to record their reading frequency.

KS2- Christian Values homework is set every half term

2.1.4 **Year 3**

Selected spellings to learn- **see Phonics and Spelling Policy (Yr3)**

Mental Arithmetic Homework book – 1-3 sections per week. Set each Wednesday to be completed and ready for marking in set groups the following week.

My Maths Challenges set to support class learning, as appropriate

TT Rock Stars – Times Tables fluency practice

Half-termly subject specific home learning challenge or activity to be completed over a two-week period.

Accelerated Reader (AR) comprehension quiz at least every fortnight, as a guide.

AR targets set in collaboration with Class Teacher.

Expectation for 20 minutes of reading at least 3 times per week.

Children have Junior reading diaries for them, or their parents, to record their reading frequency.

2.1.5 **Year 4**

Selected spellings to learn- **see Phonics and Spelling Policy (Yr4)**

Mental Arithmetic Homework book – 1-3 sections per week. Set each Wednesday to be completed and ready for marking in set groups the following week.

My Maths Challenges set to support class learning, as appropriate

TT Rock Stars – Times Tables fluency practice

Half-termly subject specific home learning challenge or activity to be completed over a two-week period.

Accelerated Reader (AR) comprehension quiz at least every fortnight, as a guide.

AR targets set in collaboration with Class Teacher.

Expectation for 25 minutes of reading at least 3 times per week.

Children have Junior reading diaries for them, or their parents, to record their reading frequency.

2.1.6 **Year 5**

Selected spellings to learn- **see Phonics and Spelling Policy (Yr5)**

Mental Arithmetic Homework book – 1-3 sections per week. Set each Wednesday to be completed and ready for marking in set groups the following week.

My Maths Challenges set to support class learning, as appropriate

TT Rock Stars – Times Tables fluency practice

Half-termly subject specific home learning challenge or activity to be completed over a two-week period.

Accelerated Reader (AR) comprehension quiz at least every fortnight, as a guide.

AR targets set in collaboration with Class Teacher.

Expectation for 30 minutes of reading at least 3 times per week.

Children have Junior reading diaries for them, or their parents, to record their reading frequency.

2.1.7 **Year 6**

Selected spellings to learn- **see Phonics and Spelling Policy (Yr5)**

Mental Arithmetic Homework book – 1-3 sections per week. Set each Wednesday to be completed and ready for marking in set groups the following week.

My Maths Challenges set to support class learning, as appropriate

TT Rock Stars – Times Tables fluency practice

Half-termly subject specific home learning challenge or activity to be completed over a two-week period.

Accelerated Reader (AR) comprehension quiz at least every fortnight, as a guide.

AR targets set in collaboration with Class Teacher.

Expectation for 30 minutes of reading at least 3 times per week.

Children have Junior reading diaries for them, or their parents, to record their reading frequency.

2.2 Homework will be set as normal the week before half term holidays and the hand-in day will remain the same effectively allowing the children an additional week to complete the work. Although children will be expected to read during the Christmas and Easter holidays, additional homework will not be set. Year 6 will be given SATs revision homework over the Easter holiday. As the Summer Holiday is a longer period of time away from school, many children are at risk of losing important skills and therefore holiday projects for all children may be set by class teachers.

2.3 For pupils with special educational needs, children's individual needs should be taken into account when home learning tasks are set. Tasks should be differentiated where children would have difficulty with the task set for the majority of the class. If worksheets are used care should be taken to ensure these are accessible to all the children in the class. Children with special educational needs will also have their own tailored phonics and spelling programme for homework, where appropriate.

3. TALK HOMEWORK

- 3.1 At time, Class teachers may set 'talk homework' whereby they will ask children to discuss topics or perhaps a piece of writing they are about to embark upon: -
- Think through, share and discuss ideas which they will be able to use in their learning sessions at school.
 - Get their writing ideas clear in their heads by thinking and discussing the order of what they will write.
 - Get parents and carers involved in their child's development as expert writers.
 - Develop their thought process. T h r o u g h discussion and verbalizing their ideas children will find it easier to express them in writing or spoken form again in school.

4. ROLES AND RESPONSIBILITIES

4.1 Teachers will: -

- Plan home learning as an integral part of our curriculum.
- Ensure tasks set are relevant to the current learning themes and that pupils understand the relevancy of the tasks.
- Give children adequate time to complete homework.
- Set tasks that can be completed in the allocated time and match as far as possible the abilities of the children.
- Where appropriate, give an example of how to perform the task.
- Ensure children receive feedback in-line with school policy to each child on their progress and/ or effort.
- Give encouragement and praise to the child in the form of verbal feedback, stickers, stamps, house points and a mention in the school celebration assembly when excellence has been displayed to inspire others.
- Communicate with the parents about matters concerning home learning, either face-to-face or via email/phone contact.

4.2 Temple Grafton C of E Primary would like parents and carers to: -

- Be familiar with this policy via the school website.
- Establish a daily or weekly routine for completing and returning home learning tasks.
- Provide somewhere as a quiet environment for children to be absorbed in their learning.
- Provide basic resources such as pencils, rulers, dictionary etc.
- Be interested and discuss learning with their child.
- Help their child to develop independence by modelling skills such as using a dictionary.
- Offer support by reading information through with their child.
- Speak to the Class Teacher to communicate how their child has tackled the task, any difficulties that might arise and what the child does well.
- Initial/sign reading diaries when they have heard children read (minimum twice weekly is advised). For parents of older, more fluent readers (Y5, Y6), they should keep a check and sign to acknowledge that their child has read to themselves. It is still advised to read with their child at least three times a week. Book talk is very important: asking your child about what they have read with questions which require reference to the text and inferential skills.

- Remember to have fun and enjoy the learning experience.
- Be positive about home learning and give plenty of encouragement and praise.

4.3 Pupils should: -

- Be organised so that necessary books and equipment are taken home.
- Bring their reading diary to and from school every day.
- Make sure tasks are completed on time and returned to the teacher on time.
- Listen to/read instructions carefully for home learning tasks and ask for clarification if they are not sure.
- Tackle home learning with a positive attitude and take pride in presenting tasks to the best of their ability. Work at home should be of the same standard as work produced in school.

5. Monitoring and Evaluating Home Learning at Temple Grafton C of E Primary

- 5.1 Home learning will be monitored by class teachers and access to statistics on the individual progress of school initiatives (e.g. spelling tracking, AR personal reading progress target).
- 5.2 There will be discussion and a learning dialogue between teachers and children as part of the feedback process.
- 5.3 The effectiveness of the home learning policy will be followed up through annual questionnaires to parents, pupils and teachers.