

Homework and Home Learning Guidance

These guidelines have been written using the views of parents, pupils, governors and teachers here at school. Where we refer to *Home Learning*, this covers any learning opportunity or homework that is set by the school to be completed during out of school hours.

We have drawn up these guidelines so we have a consistent and progressive approach to home learning and everyone in the school community is clear about:

- when home learning tasks are set;
- how much time children are required to spend on home learning tasks;
- what types of learning tasks are to be completed.

Through implementation of this guidance we aim to:

- ensure consistency of approach throughout the school
- ensure progression towards independence and individual responsibility
- ensure the needs of the individual are taken into account
- ensure parents have a clear understanding about expectations of themselves and their child
- improve the quality of learning experiences offered to pupils
- extend and support the learning experience via reinforcement and revision
- provide opportunities for parents and pupils to work together to enjoy learning together

When we surveyed different members of our school community, a large majority of parents were in favour of their children continuing learning at home. Teachers could see positive benefits of children consolidating or extending learning with parents, and most pupils said they liked continuing their learning at home as well. Teachers expressed a need for a consistent and manageable system that focused on basic skills each week, with wider opportunities for research or project work that was linked to topics in school. Some parents wished for more homework than was set previously, some less, so we have added in compulsory elements, such as reading and some optional aspects too.

Parents and staff agreed that within reason, home learning should not interfere with other after school activities which children undertake on a regular basis (e.g. Cubs, Brownies, sports' clubs etc.) and it should support, consolidate or extend learning children do at school. Some parents said it was difficult for them to provide a quiet learning space at home. In response to this, the school will be offering school based home learning 'clubs'. These will provide children with adult supervision and a quiet place to work. The clubs will be managed by our learning mentor with support from teaching staff. Parents will be welcome to attend with their child.

At Fishponds Academy, we view home learning as an extension of our partnership with parents.

Together we see the purpose of home learning as an opportunity to:

- provide pupils with practice in aspects of class work;
- enable pupils to become independent learners;
- encourage pupils to manage their time;
- foster a partnership between home and school;
- provide parents with an opportunity to share in their child's learning;
- enable parents to be involved and informed about the type of work being undertaken in class;
- Prepare children in Year 6 for secondary transfer.

Responsibilities of teachers and support staff in school

- We will notify parents of the weekly routines e.g. spellings, reading, tables etc. at the start of the term.
- We will set tasks from the agreed timetable, sharing the criteria for success and examples with the children;
- We will ensure reasonable time is given to complete tasks;
- We will ensure feedback is positive and supports next steps in learning;
- We will ensure tasks are differentiated when appropriate to suit each child's needs.
- The amount of time spent on homework will vary according to the year group the child is in but should take no longer than 30 minutes, to give time for reading with parents / carers.
- We will provide praise and a reward when homework is returned, in line with school reward systems.

Responsibilities of parents / carers

- I will read with my child every day;
- I will help my child learn number facts and spellings each week (from Y1) and complete any other home learning tasks on time and with care;
- I will provide a quiet place for my child to work;
- I will provide any reasonable resources or materials my child may need;
- I will encourage my child by valuing the work they are doing and praising their efforts;
- I will provide feedback to the school about how well their child did with the work;
- I will encourage my child to complete tasks on time and ensure that books and equipment are returned;
- I will ensure my child attends the school's home learning club when it is difficult to provide support and / or a quiet place to work at home.

Responsibilities of children

- I will complete any home tasks by the deadline given;
- I will read at home every day;
- I will complete the tasks given to the best of my ability;
- I will ask an adult at home or my teacher in school if I am unsure of what to do;

Topic Work

- We will be offering a selection of challenges to children each term which link to their topic and encourage them to use a range of skills. These will be sent home with the termly curriculum letter as before. Children will be able to complete a challenge each week in return for a 'raffle ticket' which will enter them for a prize draw at the end of term.

Homework Club

- This year we will be running two separate homework clubs; for years 1-3 and years 4-6.

Here are tables showing what home learning tasks will be given out and when.

Early Years Phase – Nursery, Reception and Year 1		
Reading	Daily 10-15 minutes	<p>Nursery: - children may take home books to share</p> <p>Reception: children read home reading practice books. (Book band levelled books). Please read with your child and write comments in the reading record book. Books are changed daily.</p> <p>Year 1: home reading books. (Book band levelled books). Please read with your child and write comments in the reading record book. Books are changed 2x per week (2 new books each time)</p>
Phonics, spelling and key words	Weekly	<p>Reception: sets of key words to help practise reading Weekly phonics (grapheme) to talk about and practice</p> <p>Year 1: sets of key words to learn to read and spell (including 'tricky' and 'decodable' words).</p>
Maths	Weekly	Reception and Year 1: Weekly maths challenge (including shape, data and measure)

Middle Years Phase – Year 2 and 3		
Reading	Daily 10-15 minutes	<p>Year 2 and 3: home reading practice books. (Book band levelled books). Please read with your child and write comments in the reading record book, and encourage children to make their own comments.</p> <p>In Year 2, books are changed 2x per week (2 new books each time). In Year 3, children change their own books (teachers and TAs check children are changing books regularly –at least weekly)</p>
Phonics, spelling and key words	Weekly	Lists of spellings linked to patterns and rules children are learning in class. The sheet will include information on games and activities children can do to help them learn their spellings.
Maths	Weekly	Weekly maths challenge (including shape, data and measure).

Later Years Phase – Year 4, Year 5 and Year 6		
Reading	Daily 10-15 minutes	Children change their own books (teachers and support staff will monitor book choices and check children are changing books regularly –at least weekly). Even if your child is reading independently, please read with them regularly and talk about what they have read.
Phonics, spelling and key words	Weekly	Lists of spellings linked to patterns and rules children are learning in class. The sheet will include information on games and activities children can do to help them learn their spellings.
Maths	Weekly	Weekly maths challenge (including shape, data and measure).