



Home Learning Policy

Copley Junior School

Document Type	Policy
Document Ownership	Head teacher
Title of document	Home Learning Policy
Status	Final
Created by / Date	Head teacher, September 2018
Agreed by / Date	Curriculum and Standards sub committee, September 2018
Maintained By	Head teacher
Next Review Date	September 2020
Distribution	Network, Hard Copy in central file, website
Master copy held	Network, Home Learning folder
Replaces	Home Learning Policy 2017

HOME LEARNING POLICY

Formulation of the Policy

Our Home Learning Policy was formulated in consultation with the staff, our Parent Forum, the Curriculum and Standards sub committee of the Governing Body and the Governing Body's nominated governor for home learning, the wider parent community and pupils of the school. The Parent Forum devised a questionnaire in order to consult with all parents/carers about their views of homework and how they would like to see it developed by the school. The children of the School Council devised a questionnaire which was completed by all the children in the school. The results were shared with the pupil and parent community and used to develop the policy, so that our approach best meets the needs of children, parents/carers and the school.

Home Learning Rationale

At Copley Junior School we believe that home learning is an enhancement of a child's school work, providing a meaningful context for learning.

- Home learning must be relevant and tasks set will reinforce and support current work in class.
- Home learning should be accessible to all children regardless of resources and home environment.
- Home learning is most valuable when parents/carers are involved actively and in partnership with the school.
- Children should see home learning as a positive experience and not an onerous task.
- Home learning should provide a balance between open-ended tasks and specific focussed work to support their learning.

We see home learning as an important example of partnership between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that undertaking home learning is one of the key ways in which children can acquire the skill of independent learning.

Home learning plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. Whilst home learning is important, it should not prevent children from taking part in the activities of various out of school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full when parents/carers encourage them to make maximum use of the opportunities outside school.

Purpose

The purpose of home learning is to:

- Develop an effective partnership between the school, parents and carers in pursuing the aims and values of the school.
- Consolidate and reinforce skills and understanding, particularly in English and maths.
- Extend school learning, by using resources at home and in the wider community.
- Encourage pupils as they get older to develop the confidence and self-confidence needed to study on their own, and prepare them for the requirements of secondary school.

Parents' and Carers' Responsibility

It is essential that parents/carers:

- Show interest in their child's home learning by supporting them as appropriate.
- Provide a reasonably peaceful, suitable place if possible, where their child can undertake their home learning.
- Set an expectation that the home learning will be completed and returned to the school on the designated day.
- Remind their child to bring their reading book and reading diary to school each day.
- Provide appropriate support whilst their child is undertaking home learning tasks, whilst encouraging their child to work independently as much as possible.
- Encourage and praise their child when they have completed their home learning.
- Contact the class teacher if any difficulties regarding the home learning arise.
- Sign and record any comments in the home learning exercise books.
- Attend any workshops/curriculum meetings that the school may provide.

School Responsibilities

Class teacher:

- Ensure home learning is appropriate to the children's needs.
- Ensure home learning tasks and activities have a clear purpose and assist children with the current learning happening in class.
- Provide clear home learning instructions to the children, giving the date when work must be completed. These will usually be typed and stuck into the home learning exercise book by the children on the date of issue.
- When setting maths home learning, always provide a worked example as a support and ensure an appropriate balance between written maths home learning and online tasks.
- Type and distribute weekly spellings to children, to avoid any errors arising from children copying down spellings incorrectly.
- Ensure return of completed home learning by the due date.
- Acknowledge home learning, feedback and mark home learning as appropriate.
- Put the home learning policy into practice.
- Provide appropriate learning resources.
- Liaise with parents over home learning issues.

Subject Leader:

- Monitor home learning set as part of the process of monitoring the implementation of policy and practice.
- Offer advice and support in light of evidence gleaned from monitoring.

Inclusion Leader:

- Advise and liaise with class teacher/subject leaders to ensure appropriate work is set for pupils with SEN/disabilities.

Senior Leadership Team:

- Monitor and evaluate home learning, sampling home learning exercise books, discussion with pupils and parents etc. as part of the monitoring programme.
- Feedback to teachers on the quality of home learning.

Pupil Responsibilities:

Pupils:

- Listen carefully when home learning is given.
- Set aside a regular time to undertake home learning.
- Remember to bring their reading book and reading diary to school each day.
- Remember to bring home learning back to school by the deadline.
- Talk to the teacher if he/she is having problems with their home learning.
- Take good care of home learning exercise books, reading books and the reading diary. Keeping home learning exercise books in a school book bag for the journey to and from school is a really good way to keep the books in good condition.

School Expectations

Years 3 and 4

- Book taken home, to read and discuss each day for a recommended five sessions a week and returned to school each day.
- Spellings sent home to practise.
- Number bonds and times tables sent home to practise.
- Activity to support learning in English or maths sent home during the week. The provision of English and maths home learning will alternate each week.
- As appropriate, project based tasks linked to Cornerstones projects will be set over 2/3 weeks to allow for research and development of project work, giving children opportunity to develop independent learning skills and to present and develop home learning in their own way. Parents/carers are encouraged to get involved with their children's project work which will comprise one written task from a choice provided and one project task from a choice provided.
- In order to preserve the important balance between home learning, rest, play and family life, additional English and maths home learning activities will not be sent home when a project has been set. If parents/carers wish their child to have additional maths homework during project periods, then we would recommend children practise times tables using Times Tables Rock Stars, telling the time using analogue and digital clocks and using money, calculating change etc. in practical situations.

Years 5 and 6

- Book taken home, to read and discuss each day for a recommended five sessions a week and returned to school each day.
- Spellings sent home to practise.
- Mental maths sent home to practise.
- Activity to support learning in English (Writing/Reading Comprehension) or maths sent home during the week. The provision of English and maths home learning will alternate each week.
- As appropriate, project based tasks linked to Cornerstones projects will be set over 2/3 weeks to allow for research and development of project work, giving children opportunity to develop independent learning skills and to present and develop home learning in their own way. Parents/carers are encouraged to get involved with their children's project work which will comprise one written task from a choice provided and one project task from a choice provided.
- In order to preserve the important balance between home learning, rest, play and family life, additional English and maths home learning activities will not be sent home when a project has been set. If parents/carers wish their child to have additional maths homework during project periods, then we would recommend children practise times tables using Times Tables Rock Stars, telling the time using analogue and digital clocks and using money, calculating change etc. in practical situations.
- In Years 5-6 children are encouraged take on the responsibility for completing their homework without being prompted by their parent/carer. It is intended that this will help to prepare the children for the independence that they will require as they progress with their studies at secondary school and beyond.

Home Learning Schedule

As a general rule the following times are suggested to complete home learning as appropriate for each year group. Following consultation with parents/carers, home learning is set so that it can be spread over the week/weekend to give as much flexibility to family life as possible.

Key Stage 2:

- **Years 3 and 4** 15 - 20 minutes on average per night for five sessions
- **Years 5 and 6** 20 - 30 minutes on average per night for five sessions.

Written assignments, maths and English to be given as follows for each year group:

- Year 3 and Year 5 - homework handed out on Thursday for return the following Wednesday
- Year 4 - homework handed out Wednesday for return the following Tuesday

- Year 6 - homework handed out on a Friday for return the following Thursday

As part of the consultation when formulating our Home Learning Policy, written surveys were conducted with parents/carers and children to gauge views about expectations of home learning over holiday periods. As a result, formal written home learning tasks are not generally set for holiday periods. However, regular reading, revision of spellings, times tables and mental maths work are actively encouraged. On occasions reading challenges and writing competitions are set for children to enter over the holidays as an additional learning opportunity.

Marking of Home Learning

- Staff will show that work done at home is valued by marking as appropriate. This may take the form of verbal feedback, either to the whole class, groups or individual. Marking follows the school's Marking Policy, with the use of the 'Arrow and Two Ticks' System. Marking should identify the strengths of pupils' work and identify one or two key areas for development, whenever possible.
- Time should be found to check home learning and offer praise during class time.
- Pupils will be told the criteria against which the home learning will be assessed and this will be shared on the homework guidance.
- The same high standards of work and presentation will be expected of home learning as for class learning.

Rewards and Sanctions

- House points will be awarded in the same way as they are for work in class, when it is evident that the child has given particular time and effort to their work.
- Children who do not complete their home learning on time will be required to complete it at an appropriate break-time and will be supervised as appropriate.
- If any child fails to complete 3 home learning tasks a letter will be sent to parents.
- If no long term improvement is seen, the class teacher will invite the child's parent/carer to come into school to discuss the reason for the home learning not being completed.
- If a child is failing to read regularly at home over a period of time a letter will be sent to parents, with follow-up meetings arranged with parents/carers as appropriate.

General

- A lunchtime Home Learning Club runs during Friday lunchtimes. This provides opportunity for children to use ICT and to ask for support from a member of teaching staff.
- If children are absent due to illness we will not send home learning activities home, unless specifically requested by a parent/carer. We would assume the child was too ill to work.
- If a child is absent for a length of time the teacher and the parent/carer will agree what home learning can be undertaken, how it should be marked and what sort of help needs to be given.
- It is not possible to give home learning work when parents take holidays in term time. The school does not support the taking of holidays in term time and it is not possible to replicate the school learning experience through the sending of additional homework.
- Parents/carers who have queries about home learning should not hesitate to make an appointment to see their child's teacher.

Policy reviewed and updated by all staff and the Curriculum and Standards sub committee of the Governing Body: September 2018