



HOMELEARNING (HOMEWORK) POLICY

INTENT

What are the aims of this policy?

- To ensure a consistent approach to homelearning throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homelearning.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homelearning.

What is the purpose of homelearning?

- To consolidate, reinforce and extend skills and understanding, particularly in English and maths.
- To provide opportunities for parents and children to work together.
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.
- To prepare children for their digital future.

What is the role of the school?

- To provide parents with a clear policy regarding homelearning.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about homelearning.

What is the role of the teacher?

- To plan and set a programme of homelearning that is appropriate to the needs of the child.
- To ensure that children have access accounts for online provision.
- To ensure all children understand the homelearning they have been given.
- To give feedback about homelearning.
- To be available to talk to parents and children about homelearning.
- To inform parents if there is a problem regarding homelearning.

What is the role of the parent / carer?

- To support the child in completing/accessing homelearning.
- To ensure the child completes homelearning to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homelearning.
- To provide the appropriate resources/devices for the child to complete the homelearning.

What is the role of the child?

- To ensure they have everything they need to complete homelearning.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class learning.
- To hand the homelearning in on time.
- To take on board any feedback about homelearning.

Homelearning in Reception

Learning together is the emphasis for children in Reception. The activities are literacy based with a strong emphasis on reading together. It is an ideal time to lay the foundations for continuing work at home.

What type of work will my child get?

Reading

Parents can find information about the topics that the children are learning in school each half term on the school website.

Starting in the Autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways:-

Reading on a regular basis is vital. Children will bring their reading books home every week, and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words i.e. using their phonics knowledge to sound words out, looking at the pictures and looking for words within words. Fluency or re-reading is imperative to improve reading level. Just as important is discussing the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child.

Phonics and tricky word practise.

Children will be given the sounds and tricky words that they need to practise. Repetition is a really useful tool in helping children secure these sounds.

Twinkl Go

Links to learning activities on Twinkl Go will be posted on Google Classroom, linking games to the phonics and maths learning we are doing in school. These are optional and are useful if you know your child needs to practise a certain skill or if your child really enjoys screen based learning.

GANAS

Usually, during the Spring 1 half term, children will be set a GANAS project about the North and South poles. This is an interest based project and invites your child to learn more about the poles and share their learning in creative ways.

How much time should be spent on homelearning?

Reception	Approx 15 minutes per day (depending upon the child's level) on literacy based activities including reading.
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Homelearning in Key Stage 1 (Years 1 and 2)

For children in Key Stage One, we encourage parents to work together with their child to support them with their homelearning. The emphasis remains on English/Reading, Phonics (year 1), and Maths.

What type of work will my child get?

Reading/Phonics

Reading on a regular basis is vital. Children will bring their reading books home every week, and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words i.e. using their phonics knowledge to sound words out, looking at the pictures and looking for words within words. Fluency or re-reading is imperative to improve reading level. Just as important is discussing the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child.

Spelling/High Frequency Words

Children will have daily phonics lessons throughout Key Stage 1, which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words, which they can read and spell on sight. Children will bring home some words each week for them to read, write and learn (Year 1 – summer term). Parents can help children to learn these, by practising them regularly and often.

Maths

Children will be given homelearning to develop important Maths skills. Parents can support their child by giving them many opportunities to practise these skills. By the end of year 2:-

- Children should be confident in their 2, 5, and 10 times tables. They should be able to say them in order and mixed up.
- Children should be able to double each number up to 20.
- Children should be able to halve each even number up to 20.
- Children should know their number bonds of all numbers up to 20. This means they should know how to make each number, for example 5 can be made by 0+5, 1+4, 2+3, 3+2, 4+1, 5+0.
- Children should be able to tell the time when it is o'clock, half past, quarter to and quarter past on digital and analogue clocks.
- Children should be confident when using money. They should know the names of the coins and they should have experience of adding, taking away and finding change.

Numbots and Times Tables Rock Stars will increasingly be used to support children's quick recall of number facts and times tables. It is an expectation that children access Numbots/TTRS.

GANAS Projects

Once per year, usually during Spring 1, children will be set a project based activity to replace the weekly maths/English activities. This will be an open-ended activity and is designed to be something chosen by the child. To celebrate children's learning,

we will host an expo at the end of half term and parents/families will be able to visit along with children from other classes.

How much time should be spent on homelearning?

Year 1/2	<ul style="list-style-type: none">• 10-15 minutes reading daily.• 20-30 minutes per week on home learning task(s) in addition to reading, spelling and Numbots/TTRS• 5 minutes spelling.• Weekly opportunity to access Numbots/TTRS
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Home Learning in Key Stage 2

As children get older, home learning provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children, but good habits of independent study should be encouraged. The focus for home learning in Key Stage 2 continues to be English and maths, however children will be given more varied tasks in other areas of the curriculum. Home Learning will usually be distributed electronically using Google Classroom. For children with difficulties accessing technology, we will provide physical copies if as/when needed.

What type of work will my child get?

Reading

Children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the text - this sometimes will go beyond the literal meaning. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Parents are encouraged to complete their child's reading record to show that they have read to an adult or had a discussion about the book. Children will be given the opportunity to visit the school library and, by the end of Year 4, some children may have moved beyond the school reading scheme and become 'free readers'.

English skills

This will be based around what the children will be learning in class. The activity could be based on spelling or punctuation. They may be asked to read something and answer questions. Sometimes the task will be a short composition of a piece of writing. This could link to a text that children have read in class.

Maths skills

This will usually be based around what the children have been learning in class but may also seek to revisit previous learning or pre-teach a skill that is going to be taught. The work could be linked to lessons on number, shape, measures or handling data. Increasingly, children will be asked to make sure they know their tables from 2 to 12 and we will make use of Times Tables Rock Stars to support this. **It is an expectation as part of weekly home learning that children engage with this.** Feedback will periodically be provided to parents/carers about their child's

engagement and performance. Sometimes, videos will be used to support children's learning.

Other Areas

At the teacher's discretion, home learning could be linked to any other curriculum area including science, geography, history etc. It could take many forms, preparing a talk, completing a piece of research or conducting an interview.

GANAS Projects

Once per year, usually during Spring 1, children will be set a project based activity to replace the weekly maths/English activities. This will be an open-ended activity and is designed to be something chosen by the child. To celebrate children's learning, we will host an expo at the end of half term and parents/families will be able to visit along with children from other classes.

How much time should be spent on homelearning?

Year 3/4	<ul style="list-style-type: none">• 10-15 minutes reading daily.• 30-60 minutes per week on home learning task(s) in addition to reading, spelling and times tables• 5 minutes spelling.• Daily opportunity to access TTRS
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Frequently asked questions

How can parents find out more information about homelearning?

Information about topics covered can be found on our school website and instructions for homelearning tasks can be found on Google Classroom, which can be accessed using the credentials provided by the class teacher.

To help parents and children, homelearning will usually be set on **Friday** and returned by **Wednesday**.

If parents need advice on how to support their children with homelearning then they can speak to the child's class teacher.

Why will children sometimes be given extra or different homelearning?

Children who take part in intervention groups may sometimes be set extra or different homelearning to reinforce the work being done.

Additionally, children who work in a one to one situation with teaching assistants, will sometimes be given extra or different tasks.

In both cases, children should complete this work alongside their normal homelearning unless the child or the parents have been told otherwise. Reasonable adjustments can always be made so homelearning is both purposeful and manageable.

If your child has a special educational need or additional need then we can make reasonable adjustments to make homelearning purposeful and manageable. Speak to your child's class teacher and we can work together to do this.

What will happen if children don't complete their homelearning?

The expectation is that children will complete their homelearning. However if for any reason children are unable to complete their homelearning, parents/ carers should provide the class teacher with a note or contact the class teacher explaining why the homelearning has not been completed on the day the homelearning was due to be returned to school. Teachers will keep records of children completing homelearning and these records will be checked on a regular basis. A comment will also be made on children's termly report.

There may be occasions when a child will miss playtime or some of a lunch time, if they have not completed homelearning.

What if a child says they have received no homelearning?

If there is any reason why a child has not received homelearning, their teacher will inform parents. In these situations take the opportunity to revise previous learning to see if skills have been retained and are embedded or research topics.

What feedback/rewards will be provided?

Teachers will feedback to children in a variety of ways. This could include a written comment or verbal feedback. In addition, children will earn home learning stamps and this can, in turn, allow them to achieve certificates. 1, 2 or 3 stamps will be awarded per piece of home learning depending on the quality/effort. Additional stamps (up to 10) are awarded for GANAS projects.

Teachers are not expected to feedback/award stamps when homelearning is handed in late without good reason.

What do I do if I'm experiencing difficulties with getting my child to engage with homelearning?

Always speak to your child's class teacher and we can discuss strategies for helping children to engage with homelearning in a positive way.

Appendix 1

School closure learning guidance statement

Appendix 2

Homelearning summary info