



South Grove Primary School

Home Learning Policy

Date Governors Agreed:	November 2014		
Date to be reviewed:	November 2016		
Head Teacher:		Date:	
Chair of Governors:		Date:	

Context

This Home Learning Policy has been reviewed in the light of comments retrieved from parental questionnaires, Head Teacher Forums and pupil consultations. During the Summer Term Year Groups trialled a variety more open-ended home learning activities to trial with the children and gain their feedback.

We have listened to the thoughts of all our stakeholders including teaching staff and the policy reflects everyone's contributions. (Refer to the Parental and Pupil Survey Data).

Principles of Home Learning:

We believe home learning, as we would like it to be known:

- Consolidates and reinforces skills and understanding in English, Mathematics and other curriculum areas
- Helps raise the improvement and level of achievement of individual pupils
- Provides opportunities for parents and children to work together, thereby fostering an effective partnership between home and school
- Provides parents with guidance in supporting children's learning at home
- Gives parents a range of ideas and suggested open ended activities to undertake with their child
- Develops our pupils' ability to become confident to study and learn independently
- Give children opportunities to learn in different contexts, environments and with other people gaining an understanding that learning goes on in all settings
- Enables children to practise skills and development an increasing understanding of the work undertaken in school
- Provide children with open-ended learning opportunities, enabling them to respond to their learning creatively and independently through 'Open Home Learning' tasks (these will enable children to respond freely to an idea that may be linked to Literacy, Numeracy or current topic work).

Partnership with Parents:

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

We recognise that all children need leisure time and hope that our Policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'

A breakdown of how home learning is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for secondary school. Most of the homework is provided for completion over the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments. Regular reading is the focus of our home learning activities and some home learning activities such as multiplication tables, spellings are proven to be better when completed in shorter weekly sessions.

Foundation Nursery	Type of Home Learning	How often?	For how long?
	Reading	Every day (To read the book they have chosen on book change day Parents invited into class for 15 mins sharing story with child)	10 minutes
	Spelling	N/A	N/A
	Mathematics/Literacy	Every 2 weeks	10 minutes
	Practical/Creative/Open ended activities i.e Art; PE	End of term project	Over a holiday period – at their own pace/level
Foundation Reception	Type of Home Learning	How often?	For how long?
	Reading	Everyday	10 minutes
	Spelling/Phonics Sounds and Red words	Every 2 weeks	5 minutes everyday to practice
	Mathematics/Literacy	Every 2 weeks	Half an hour
	Practical/Creative/Open ended activities i.e Art; PE	End of term project	Over a holiday period – at their own pace/level
Key Stage One Year 1	Type of Home Learning	How often?	For how long?
	Reading/Bug Club	Every day	10 minutes
	Spelling	Every time you change phoneme in phonics	5 minutes per day
	Mathematics/Practical Games/Literacy	Every 2 weeks	15 minutes
	Practical/Creative/Open ended activities i.e Art; PE	Every Half-Term	15 minutes
	Research Projects	Once a term	Variable
Year 2	Type of Home Learning	How often?	For how long?
	Reading	Every day	10 minutes
	Spelling	Weekly	5 minutes per day
	Mathematics/Literacy	Every two weeks	15 minutes
	Practical/Creative/Open ended activities i.e Art; PE	Every half-term	20 minutes
	Research Projects	Once a term	Variable
Year 3	Type of Home Learning	How often?	For how long?
	Reading	Every day	15 minutes
	Spelling	Every week	10 minutes +
	Mathematics/Literacy	Every 2 weeks	20 minutes
	Practical/Creative/Open	Every Half-term	Variable

	ended activities i.e Art; PE		
	Research Projects	Once a term	Variable
Year 4	Type of Home Learning	How often?	For how long?
	Reading	Every day	15-20 minutes
	Spelling	Every week	10 minutes +
	Mathematics/Literacy	Every 2 weeks	30 minutes
	Practical/Creative/Open ended activities i.e Art; PE	Every Half-term	Variable
	Research Projects	Once a term	Variable
Year 5	Type of Home Learning	How often?	For how long?
	Reading	Every day	20 minutes
	Spelling	Spelling Bees	10 minutes +
	Mathematics/Literacy	Every 2 weeks	30 minutes
	Practical/Creative/Open ended activities i.e Art; PE	Every Half-Term	Variable
	Research Projects	Once a term	Variable
Year 6	Type of Home Learning	How often?	For how long?
	Reading	Daily	30 minutes
	Spelling	Weekly – SATs practice tests	15 minutes +
	Mathematics/Literacy	Reinforce what they have learned in the week	30 minutes
	Practical/Creative/Open ended activities i.e Art; PE	Every Half-Term	Variable
	Research Projects	Once a Term	Variable

Role of the Governing Body	<p>The Governing Body has:</p> <ul style="list-style-type: none"> Delegated powers and responsibilities to the Head Teacher and Senior Leadership Team to oversee the development of this policy; For the Link Governor for Raising Standards to visit the school regularly, to liaise with the Phase Leaders and the Head Teacher and report back to the Governing Body Responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Head Teacher	<p>The Head Teacher will:</p> <ul style="list-style-type: none"> Promote this policy by raising its status and importance as part of the School Improvement Plan; Ensure that the views of parents and pupils are embedded in any home learning that is set; Ensure that home learning is built into teacher's planning; Provide supportive guidance for parents; Keep up to date with new developments with regard to home learning; Monitor and evaluate this policy and it's effectiveness
Role of the Teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> Integrate home learning into their planning; Set interesting, creative and open-ended tasks or activities; Set home learning activities appropriate to each child;

	<ul style="list-style-type: none"> ● Explain when, what and how the work is to be done so that each child clearly understands; ● Provides guidelines/examples for parents to support their child; ● Provides clear timescales for completion; ● Provide feedback in line with the marking and feedback policy where appropriate.
Role of Parents/Carers	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> ● Sign the Home-School Agreement indicating their support for home learning; ● Support their child in understanding the value of home learning to their children ● Provide a suitable space in their home where their children can concentrate on their home learning; ● Establish a home learning routine such as no television; ● Provide materials pencils, colours etc; ● Go through the home learning before their child starts and discuss the completed work when finished; ● Make the experience pleasurable; ● Find time to work alongside and with their child or be at hand if a problem arises; ● Discuss, encourage and praise their child's efforts; ● Contact the child's class teacher or Phase Leader if they are not sure of some aspect of the home learning or if their child is experiencing difficulties in doing it; ● Contribute to school evaluation so the school can monitor and evaluate its effectiveness.
Role of Children	<p>Children are asked to:</p> <ul style="list-style-type: none"> ● Complete their home learning and hand it in on time; ● Listen carefully in class to make sure they understand what is asked of them; ● Contribute to pupil interviews and pupil questionnaires on home learning for the school to monitor and evaluate; ● Make sure they get feedback on their home learning; ● Highlight to the School Council any ideas they may have about home learning; ● Complete their home learning using appropriate writing materials; (if they do not have, let their teacher know) ● Have a go at all their home learning activities ● Share their home learning with their parents/carers
Types of Homework	<ul style="list-style-type: none"> ● All home learning tasks and activities are designed to consolidate and reinforce skills and understanding in English, Mathematics and enhance cross-curricular teaching ● Activities will reflect open-ended and more creative and open approaches where possible ● A Research Project will be completed each term by all children within a longer time frame for submission, this may require the children to: research something/someone; make or design something; interviewing grandparents etc.
Assessment	<ul style="list-style-type: none"> ● Every child in KS1 and KS2 takes home spellings and will be tested on them. These words will then become part of the children's personal spelling bank of words that the school would expect them to know and use accurately ● Children from Year 2 onwards will be tested on their multiplication tables when they have learnt them. The children need to be able to recall table facts quickly and confidently, rather than having to start at the beginning and 'work through' facts until they reach the fact they need. They should be able to apply their knowledge to 'real life' situations ● Home learning itself is not assessed but an individual's performance is expected to be improved through completing home learning activities to

	help reinforce learning in school
Resources	<p>Regular Home Learning Activities - Children generally take resources from school to enable them to complete their homework – reading books; paper for writing; spelling books/sheets; worksheets etc</p> <p>Research Projects – as these are a very individual response, children tend to find anything at home that they have to use as part of these projects</p>
Storage of Homework	<ul style="list-style-type: none"> ● From Year 2 onwards the children will have a home learning exercise books for both English and Mathematics ● The expectation is that the children will take these home every other week to do their home learning in and return the following week ● It is the expectation that the children look after their home learning journals carefully and ensure they are packed away safely at home once home learning has been completed
Display	<ul style="list-style-type: none"> ● Home learning brought back by the children will be displayed as part of their learning journey and on-going work for the half-term topics ● A variety of approaches in response to the home learning tasks should be encouraged and displaying these examples will encourage children to think creatively about how they respond in the future
Feedback	<p>All children receive prompt feedback on their home learning in a variety of forms such as:</p> <ul style="list-style-type: none"> ● Verbal ● Written ● Class discussion ● Peer and teacher assessment and feedback ● Praise and recognition during an achievement assembly <p>Teachers will look at work completed at home and talk to the children about errors or misunderstandings that may arise</p> <p>Parents are asked to:</p> <ul style="list-style-type: none"> ● Give teachers any feedback they feel might be useful ● Encourage their children to talk about the feedback they have received ● Contact the class teacher/Phase Leader if they have any concerns
Guidance on approaches for teaching for parents	<p>Guidance on our approaches to teaching reading, writing and mathematics, writing can be found in:</p> <ul style="list-style-type: none"> ● The Presentations to Parents at the beginning of the year ● Workshops offered during the course of the year ● Parents Guidance on Home Learning Leaflets (Currently being finalised) ● Sign post to useful website links to support learning
Monitoring the Effectiveness of the Policy	<ul style="list-style-type: none"> ● The effectiveness of this policy will be reviewed every two years or when the need arises, and the necessary recommendations for improvement will be made to the Governors