



# St. Andrew's CEVA Primary School

## Home Learning Policy

St. Andrew's Church of England Primary School is committed to providing a thriving Christian environment through the I ASPIRE values. These reflect the Christian ethos of our school and ensure that everyone feels safe, valued and supported so that all individuals can reach their highest goals and are encouraged to engage in lifelong learning. Our vision statement "*With God all things are possible*" (Matthew 19:26) is at the core of our values and is used to inspire everyone to be open to all possibilities and have a positive attitude and outlook to life. Spiritual, moral and emotional development are central to the life of our school and this will be reinforced in the School's homework policy where appropriate.

### Amendments

| Date     | Change  | Actioned By |
|----------|---|-------------|
| May 2022 | Change of HT from HT's and name change                                    | VG          |
| Jan 2024 | Reviewed and updated -to include expectations of activities and duration. | VG          |

## 1 Introduction

1.1 Home Learning is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Home Learning encompasses a variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with home learning

## 2 Rationale for Home Learning

2.1 Home Learning is a very important part of a child's education, and can add much to a child's development and progress at school. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning, especially in Year 5 and 6.

2.2 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. While homework 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 only when parents/carers encourage them to make maximum use of the opportunities available outside school.

### 3 Aims and objectives

3.1 The aims and objectives of home learning are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

### 4 Types of home learning

4.1 Staff and pupils regard home learning as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.

4.2 We set a variety of home learning activities. Reading is an expectation for every child in school, starting in Year R. We give children books to take home and read with their parents or carers and give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we may ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the internet.

In Key Stage 1, the focus is on this reading and being able to decode, understand and discuss the books that the children take home with their parents and carers. Children in EYFS, Year 1 and Year 2 have their books changed regularly in the week.

4.3 Key Stage 2 (Year 3,4,5 & 6) - Aside from the homework already mentioned, as the children progress through the school, the homework progresses with them. In addition to their 5 weekly reads, and Fast Spellings, the expectations for homework in KS2 are as follows:

- Year 3 – one piece of Maths or English set weekly. *As required*
- Year 4 – one piece of Maths or English weekly. *As required*
- Year 5 – one piece of Maths and one piece of English set weekly.
- Year 6 – one piece of Maths and one piece of English set weekly.

Homework may be set on *MyMaths*, in a homework book or on Google Classroom.

Children may also be set research tasks which are linked to topics in the Foundation Curriculum.

***See Appendix 1 for an overview of activities and duration expectations.***

4.4 Homework is marked and any issues arising from the work will be followed up by the teacher.

### 5 Amount of Home Learning

5.1 As they move through the school, we increase the amount of homework that we give the children, either in time spent on the homework or by type of homework. – ***see appendix 1 for guidance times***

### 6 Inclusion and Home Learning

6.1 We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Learning Plans (ILPs). We value and

celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

6.2 All children are expected to complete home learning, especially as the school provides lunchtime sessions during the week in school time for children to catch up on work missed or to complete their tasks in advance. The school takes the view that not completing home learning is unfair for those children who do complete tasks to a satisfactory level. If a child continues to not complete their work, the class teacher will communicate with the parent/carer to establish a reason why. The school consequences will be followed for children that do not complete home learning.

## **7 The role of parents and carers**

7.1 Parents and carers have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents and carers to encourage their child to complete the tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

7.2 We ask for reading diaries to be signed, with a comment if possible, once a parent or carer has listened to a child read at home.

7.3 If parents and carers have any questions about home tasks, they should, in the first instance, contact the child's class teacher. If they wish to make a complaint about the school home learning policy, or the way in which it is implemented, parents or carers should contact the headteacher and/or governing body.

## **8 Use of ICT**

8.1 The use of ICT and the internet has made a significant contribution to the amount of reference material available at home and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else. It also needs to be noted that the use of the internet by children at home should always be monitored by a responsible adult.

## **9 Monitoring and review**

9.1 A named member of staff is responsible for coordinating and monitoring the implementation of this policy across each Key Stage.

9.2 It is the responsibility of our governing body to agree and then monitor the school home learning policy. This is done by the committee of the governing body that deals with curriculum issues. Parents and carers complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our Head Teacher a report on the way in which homework is organised in our school.

9.3 This policy will be reviewed annually or earlier if necessary.

This policy should be read in conjunction with:

\*Behaviour Policy

\*E-Safety Policy/Acceptable Use Policy

## Appendix 1



St. Andrew's CEVA Primary School

## Home Learning Guidance

|   |
|---|
| <u>Year 6</u> (Maximum 'set' Home Learning = 2.5 hours) <ul style="list-style-type: none"><li>• Reading 5 x 20 minutes per week– to be recorded in reading log</li><li>• Maths Task – MyMaths or other</li><li>• English Task - Writing</li><li>• Spellings</li><li>• Retrieval Work – <i>Spring Term</i></li></ul>                           |
| <u>Year 5</u> (Maximum 'set' Home Learning = 2.5 hours) <ul style="list-style-type: none"><li>• Reading 5 x 20 minutes per week – to be recorded in reading log</li><li>• Maths Task – MyMaths or other</li><li>• English Task - writing</li><li>• Spellings</li></ul>  |
| <u>Year 4</u> (Maximum 'set' Home Learning = 2.0 hours) <ul style="list-style-type: none"><li>• Reading 5 x 20 minutes per week– to be recorded in reading log</li><li>• Multiplication (TT Rockstars) Tables practice/maths tasks</li><li>• Spellings</li></ul>  |
| <u>Year 3</u> (Maximum 'set' Home Learning = 1.5 hours) <ul style="list-style-type: none"><li>• Reading 5 x 20 minutes per week– to be recorded in reading log</li><li>• Multiplication (TT Rockstars) Tables practice/maths tasks</li><li>• Spellings</li></ul>  |
| <u>Year 2</u> (Maximum 'set' Home Learning = 1.0 hours) <ul style="list-style-type: none"><li>• Reading 5 x 10 minutes per week – to include discussion and shared reading with parent/carer – to be recorded in reading log</li><li>• Multiplication (TT Rockstars) Tables practice/maths tasks</li><li>• Phonics and/or Spellings</li></ul> |
| <u>Year 1</u> (Maximum 'set' Home Learning = 1.0 hours) <ul style="list-style-type: none"><li>• Reading 5 x 10 minutes per week – to include discussion and shared reading with parent/carer – to be recorded in reading log</li><li>• Phonics and/or Spellings</li></ul>   |
| <u>Reception</u> (Maximum 'set' Home Learning = 30-45mins) <ul style="list-style-type: none"><li>• Reading 5 x 5 minutes per week – to include discussion and shared reading with parent/carer – to be recorded in reading log</li><li>• Social development and play – parents to add something weekly to Tapestry</li></ul>                  |

Other activities may occasionally be sent home, in relation to the Foundation Curriculum for example

Reading books and Reading Logs will be sent home with children for parents to use.

Books will be changed regularly – your comments will help us with this.