



Home Learning Policy 2024

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Prepared/Reviewed by:	Deputy Head Teacher
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Introduction

As a school we believe that properly designed home learning can play a valuable part in a child's education. Through this policy, we aim to ensure consistency of approach throughout the school by outlining the purpose, types and amount of home learning set. We recognise that the purpose of home learning may change as pupils get older and that the needs of the individual pupil should be taken into account. As a staff, we give careful consideration to making home learning suitable and well balanced across the school.

Our Intention and Purpose of Home Learning

- To consolidate and reinforce skills and deepen learning which has taken place in school;
- To provide an effective means of communication between school and home and to promote an effective partnership between home and school;
- To ensure that all children and parents have a clear understanding about what is expected of them;
- To exploit resources of learning outside the school environment.;
- To promote an effective, positive attitude to learning;
- To encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and prepare them for the requirements of secondary school;
- To ensure the needs of the individual children are taken into account.

Our Expectations

Guidelines about how long should be spent each day on home learning are provided in this policy. If the work is not completed within the time allowed, the child should be encouraged to leave the piece of work and return it to school unfinished. The school expectation is that home learning *will* be done, but we understand that family commitments *sometimes* prevent this. Time can be provided during lunchtimes or breaks or before the start of the school day to enable children to finish home learning tasks in these instances.

Types of Home Learning and Time Allocation

Regular reading practice to and with parents is essential if progress is to be made. We would expect the following amounts of time to be spent on reading at home at least 3 times per week. Parents of children from Year 1 are given bookmarks each September with questions on which they can ask their children. This will help to deepen children's understanding of what has been read. Parents are expected to log reading on Boomreader each time they read with their child.

Reception 10 minutes

Years 1 and 2 10-15 minutes

Years 3 and 4 15-20 minutes

Years 5 and 6 20 minutes

The main focus of home learning for each year group is on English and maths. As the children move up the school, they are provided with other curriculum areas to study at home while the focus remains on English and maths. Older children are encouraged to develop the skills of independence to work on their own to both benefit their learning and prepare them for the demands of home learning at secondary school.

Additional time to be spent daily on other curricular activities is detailed below:

Reception/ Year 1 5-10 minutes

Years 2 10-15 minutes

Years 3 and 4 15-20 minutes

Years 5 and 6 20-30 minutes

Home Learning Tasks

Below are examples of tasks and activities that might be given as home learning. This is by no means an exhaustive list and is open to constant change. Home learning activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All home learning tasks and activities will have a clear purpose and will usually be based on what the children have been learning that week. Home learning is usually due the following week, but please refer to your 'Class Welcome Booklet' for more information.

Nursery/Reception- at this early age, the emphasis is very much upon actively involving the parents in their children's learning. In Early Years, the most important activity that takes place at home is reading. In addition to reading, children may undertake short activities of different kinds.

In Nursery, home learning is provided each week, but this is optional. This may take the form of: talking tasks, singing Nursery rhymes, drawing pictures or a counting task and these will vary each week. These activities are usually set on Seesaw or can be collected from the Nursery conservatory.

In Reception, learning spellings, practising letter formations and learning number facts all provide important opportunities for young children to talk about what they are currently learning at school.

Years 1 and 2

- Most work to be carried out at home is based on English and Maths activities linked to class learning. Once a week, your child will receive home learning in their home learning file or on Seesaw. It may include Literacy, Maths or Topic based activities. This may take the form of a worksheet or an activity on Seesaw.
- Some weeks, children may receive some topic based home learning, for example, research for a new topic or practical exercises to consolidate ideas learnt in class.
- In addition, in Year 2, the children will take part in a weekly spelling test. They will receive a list of spellings every week to learn for the following week and these will have been practised in class.

Years 3 and 4

- Most work to be carried out at home is based on English and Maths activities linked to class learning although other subjects may also be included as home learning. Once a week, your child will receive home learning in their home learning file or on Seesaw. Home learning is usually based on what the children have been learning that week or will be learning in future weeks.
- Each week, every child will take part in a spelling test. Your child will receive a list of spellings every week to learn for the following week. The number of spellings given will depend on the age and ability of the child, but all spellings will be taught by the class teacher during the week.
- Children are expected to practise their times tables weekly, using Times Tables Rockstars.
- Once a week, every child will take part in a maths practice test. Your child will be informed of a certain aspect of maths to practise (usually reinforcement of a topic recently covered in lessons).
- From time to time, your child may be given project work to complete or be set research tasks in preparation for future topic work in school.

Years 5 and 6 home learning tasks are the same as for Years 3 and 4 in addition to specific activities to encourage and develop independent learning. These activities could involve:

- Arithmagicians- an app to specifically help the upper Key Stage 2 pupils to embed essential maths knowledge'
- More in depth written pieces of work
- Book reviews
- Revision in preparation for the Key Stage 2 SATs (Year 6 only)

The Role of Parents/ Carers

The support of parents and carers is vital for this policy to be successfully implemented. As a child moves through school, the type of home learning they receive is likely to change and therefore the role of parents/carers will also alter slightly. If parents/carers have any problems or questions about home learning, they should contact the child's class teacher.

In general, it is our hope that parents/carers will:

- Provide a reasonably peaceful, suitable place in which pupils can do their home learning alone or with help of an adult
- Make it clear to pupils that they value home learning and support the school in explaining how it can help their learning
- Ensure home learning is completed on time
- Encourage pupils and praise them when they have completed their home learning, creating a positive environment
- Become actively involved in joint home learning activities

Monitoring

The individual class teacher is responsible for the setting and monitoring/marking of home learning. It is important to acknowledge that home learning has been seen by the teacher. When children have completed home learning, it is important that they be given feedback as soon as possible. This feedback may sometimes be in the form of class discussion so key information can be reinforced; alternatively, feedback may be given through the marking of individual worksheets, spelling and maths practice tests or through discussion with their teacher.

Equal Opportunities

All staff and the school governors are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

Individual Needs of Children

All home learning should be appropriate for the differing needs of the children. Some of the more able children require home learning, which is set to challenge them whereas other children require work to reinforce skills they have learnt in school. Some children may also occasionally benefit from being given work, which is different from that which is given to the rest of the class or group.

Having taken into account the needs of the children, all home learning tasks should also:

- Have a clear objective and time scale
- Allow for all children to succeed
- Help to develop social skills in addition to other skills
- Be manageable for teachers and children

Home/School Agreement

All new parents electronically receive a copy of the home/school contract when their child begins at Durham Lane Primary School. The contract outlines the aims of the school with regards to home learning and asks for the parents' support in meeting these aims.