



**St Nicholas**  
C of E Primary School

# Home Learning Policy



**Adopted: July 2016**

**Review Date: May 2018**

## 1. PURPOSE

1.1 The purpose of this policy is: -

- To ensure home learning is an integral part of the curriculum at St Nicholas C of E Primary
- To establish clear guidelines on the purpose of home learning and the setting, timing and marking expectations at St Nicholas C of E Primary.
- To provide information to parents, teachers and governors in order to achieve consistency in the messages children receive about home learning.
- To create a firm partnership between parents/carers and the school through involving them in their child's learning.

1.2 Research evidence suggests that home learning has the greatest impact on learning when: -

- Home learning tasks are an integral part of the school curriculum.
- There is consistent practice across the school in setting and marking home learning tasks.
- Pupils and parent/carers are clear about what they need to do and know what to expect each week.
- Parent/carers are treated as partners in their children's learning.
- There are high expectations of pupils in completing learning done at home.
- Pupils receive prompt feedback on their completed tasks.
- Home learning policies are regularly monitored and evaluated to check their effectiveness.

1.3 At St Nicholas C of E Primary we understand that to be effective, home learning needs to be part of a wider partnership between parents, pupils and schools. Therefore parent/carers, governors and pupils were consulted during this review of the Home Learning policy.

1.4 The purpose of learning at home is: -

- To give children opportunities to practice or consolidate basic skills and knowledge (reading, spelling, multiplication division).
- To encourage children to become independent learners where prior knowledge is developed.
- To help children to develop research skills and personal interests through extended school learning.
- To involve parents in their child's learning creating a partnership between school and home.
- To encourage children to be proud and enthusiastic about their learning.
- To encourage children to develop their learning muscles within the 4 R's of Building Learning Power: Resilience, Reciprocity, Resourcefulness and Reflectiveness.
- To prepare children for transition through the Key Stages and between Key Stage 2 and secondary school.
- To raise self-esteem and confidence in all pupils.
- To promote excellence and raise the standards of all pupils.

1.5 This policy sets out timings, guidelines, roles and monitoring and evaluation. This policy will be reviewed every 2 years.

## 2. WHAT SHOULD THE LEARNING TASKS CONSIST OF?

2.1 Below is a guide to the homework tasks that will be set for each year group. The timings are an approximate guide.

### 2.1.1 Reception (OPTIONAL)

Total Recall practice (e.g. one more or one less than any number to 20)

5 minutes of reading most nights in order to allow children to read and change books at their own pace

Topic based investigation every holiday

### 2.1.2 Year 1

Spelling activity

Differentiated Maths sheet or mental Maths challenge to reinforce recent learning (Fortnightly)

POW Challenge- Complete a range of cross-curricular activities around the half termly topic. A minimum of 7 Pow points to be completed during the half termly window.

Reading 5 minutes per night with books changed during weekly reading sessions

### 2.1.3 Year 2

Spelling activity

Differentiated Maths sheet or mental Maths challenge to reinforce recent learning (Fortnightly)

POW Challenge- Complete a range of cross-curricular activities around the half termly topic. A minimum of 7 Pow points to be completed during the half termly window.

Reading 10 minutes per night with books changed during weekly reading sessions

### 2.1.4 Year 3

Differentiated Spelling activity

Differentiated numeracy sheet Schofield & Sims (or similar)

Handwriting practice when appropriate, talk for writing or themed literacy. Half termly Power Project which supports children's learning within the term's theme

15 minutes of reading at least 3 times per week in order to allow children to read and change books at their own pace

### 2.1.5 Year 4

Differentiated Spelling activity

Differentiated page of Schofield and Simms Maths book to be completed each week and marked on Fridays

Half termly Power Project which supports children's learning within the term's theme

20 minutes of reading at least 3 times per week in order to allow children to read and change books at their own pace

### 2.1.6 Year 5

Differentiated list of spellings to learn each week set and tested on Tuesdays

Differentiated page of Schofield and Simms Maths book to be completed each week and marked on Thursdays

20 minutes of reading at least 3 times each week in order to allow children to take an AR comprehension quiz at least every fortnight. Children should aim to move their personal progress target forwards by an average of 3% each week

Learning challenge set every fortnight which is set on a Wednesday and handed in

12 days later on the Monday.

### 2.1.7 Year 6

Differentiated list of spellings to learn each week set and tested on Tuesdays

Differentiated page of Schofield and Simms Maths book to be completed each week and marked on Thursdays

20 minutes of reading at least 3 times each week in order to allow children to take an AR comprehension quiz at least every fortnight. Children should aim to move their personal progress target forwards by an average of 3% each week

Learning challenge set every fortnight which is set on a Wednesday and handed in 12 days later on the Monday.

2.2 Homework will be set as normal the week before half term holidays and the hand-in day will remain the same effectively allowing the children an additional week to complete the work. Although children will be expected to read during the Christmas and Easter holidays, additional homework will not be set. Year 6 will be given SATs revision homework over the Easter holiday. As the Summer Holiday is a longer period of time away from school, many children are at risk of losing important skills and therefore holiday projects for all children will be set by class teachers.

2.3 For pupils with special educational needs, children's individual needs should be taken into account when home learning tasks are set. Tasks should be differentiated where children would have difficulty with the task set for the majority of the class. If worksheets are used care should be taken to ensure these are accessible to all the children in the class. Children with special education needs will also have their own tailored phonics and spelling programme for homework, where appropriate.

## 3. TALK HOMEWORK

3.1 Talk homework is part of the writing process in school. It is an opportunity for pupils to: -

- Think through, share and discuss ideas which they will be able to use in their extended writing sessions at school.
- Get their writing ideas clear in their heads by thinking and discussing the order of what they will write.
- Get parents and carers involved in their child's development as expert writers.
- Develop their thought process. If they cannot discuss and verbalise their ideas, how can we expect pupils to write them down. This is the most important reason for talk homework.

## 4. ROLES AND RESPONSIBILITIES

4.1 Teachers will: -

- Plan home learning as an integral part of our curriculum.
- Ensure tasks set are relevant to the current learning themes and that pupils understand the relevancy of the tasks.
- Provide a home-school planner for every child
- Set homework on the same days (see year group above) set on Fridays, returned on Thursday with Spellings tested and set on Mondays) and

- give children adequate time to complete homework.
- If no homework is to be set inform parents through the homework planner or by sending out a note.
- Set tasks that can be completed in the allocated time and match as far as possible the abilities of the children.
- Where appropriate give an example of how to perform the task.
- Ensure tasks are marked according to school policy and provide feedback to the child on their progress and/ or effort.
- Give encouragement and praise to the child in the form of oral feedback, stickers, house points and a mention in the school celebration assembly.
- Use home-school planners to communicate with the parents about matters concerning home learning.
- Sign home-school diaries once a week.
- Approach parents and carers if home-school planners are not signed.
- Provide support before school with a teaching assistant Mon – Thurs inclusive, for children needing extra support.

#### 4.2 **St Nicholas C of E Primary would like parents and carers to: -**

- Be familiar with this policy via the school office or school website.
- Establish a daily or weekly routine for completing and returning home learning tasks.
- Provide somewhere as a quiet environment for children to be absorbed in their learning.
- Provide basic resources such as pencils, rulers, dictionary etc.
- Be interested and discuss learning with their child.
- Help their child to develop independence by modelling skills such as using a dictionary.
- Offer support by reading information through with their child.
- Use the home-school diaries to communicate how their child has tackled the task, any difficulties that might arise and what the child does well.
- Initial/sign the home-school diary when they have heard children read (every day please). For parents of older, more fluent readers (Y5, Y6), they should sign to acknowledge that their child has read to themselves, but should still read with their child at least three times a week. It is also important to talk to your child about what they have read asking questions which require reference to the text and inferential skills.
- Remember to have fun and enjoy the learning experience.
- Be positive about home learning and give plenty of encouragement and praise.

#### 4.3 **Pupils should: -**

- Be organised so that necessary books and equipment are taken home.
- Bring their home-school planner to and from school every day.
- Make sure tasks are completed on time and returned to the teacher on time.
- Listen carefully to instructions for home learning tasks and ask for clarification if they are not sure.
- Tackle home learning with a positive attitude and take pride in presenting tasks to the best of their ability. Work at home should be of the same standard as work produced in school.
- Look after their home-school planner. A charge of £5.00 will be incurred

for a new home-school planner.

## **5. Monitoring and Evaluating Home Learning at St Nicholas C of E Primary**

- 5.1 Home learning will be monitored through home-school planners and access to statistics on the individual progress of school initiatives (e.g. spelling tests, AR personal reading progress target. Total Recall).
- 5.2 There will be discussion and a learning dialogue between teachers and children as part of the feedback process.
- 5.3 Samples of children's work will be kept in exemplar portfolios.
- 5.4 The school will keep records of Platinum Awards.
- 5.5 The effectiveness of the home learning policy will be followed up through bi-annual questionnaires to parents, pupils and teachers.