



Home Learning Policy

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Policy on Home Learning (Homework)



1 Introduction

- 1.1 Home Learning (or homework) is anything children do outside the normal school day that contributes to their learning. Home learning encompasses a whole variety of activities instigated by teachers and parents to support the children's learning.

2 Rationale for home learning

- 2.1 We believe that Home learning is an important part of a child's education, and can add much to a child's development. 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 home learning as an important example of co-operation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that completing home learning is a way in which children can acquire the skills of independent learning.
- 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 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 co-operation 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.

How does THIS policy support the development of appropriate British Values?

In our school we teach children to be respectful of each other and we believe that by learning about the differences and beliefs of others we will develop a greater understanding and tolerance. Our 'one word school rule' for each of our primary schools support this aim. The government set out its definition of 'British values' in its Prevent Strategy. We reinforce these regularly and in the following ways:

- Democracy: Democracy is rife in our schools! Pupils have their voices heard through our School Council and Pupil questionnaires. We elect House Captains, our School Council, as well as vote on 'Charity for the Year'.
- The Rule of Law: The importance of Law, i.e. those that govern the class, the school, or the country, are consistently reinforced, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that

govern and protect us, responsibilities this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are regular parts of our calendar. Pupils are regularly rewarded for great behaviour with stars, pebbles, house points and praise.

- Individual Liberty: Our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for children to make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices.
- Mutual Respect: Our school ethos and behaviour policy revolves around our core values such as 'Consideration' - our 'one word school rule'. Assemblies relate to what this means. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.
- Tolerance of those of Different Faiths and Beliefs: This is achieved through enhancing pupils' understanding of their place in a culturally diverse society. We offer opportunities to experience diversity through visits to places of worship and year group links to other schools in areas which are different to our own. Assemblies and discussions involving prejudices and prejudice-based bullying are followed and supported by learning in RE and PSHE.

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. For specific guidance on home learning, please refer to Appendix 1
- 4.2 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach explained by the teacher.

5 Amount of home learning

- 5.1 As they move through the school, we increase the amount of home learning that we give the children. The exact times spent carrying out the home learning activities will depend on individual children and their abilities. However, children should not be expected to spend longer than 45 minutes routinely on tasks as a matter of course. The time spent on home learning activities will include reading, spelling and arithmetic as well as topic related activities.
- 5.2 We give our older pupils a diary in which their home learning is recorded, either by them, or by the teacher, or by the learning support assistant (LSA), and in which parents and teachers make any relevant comments.

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 home learning for pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs).

7 The role of parents

- 7.1 Parents have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents to encourage their child to complete the home learning 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 can support their child by providing a good working space at home, and by discussing the work that their child is doing.



- 7.2 If parents have any questions about home learning, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher. Finally, if they wish to make a complaint about the school home learning policy, or the way in which it is implemented, parents should contact the chair of the 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. This can be recorded electronically or with a standard writing implement.
- 8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Parents are advised always to supervise their child's access to the Internet and reinforce the message of 'Keeping Safe Online'.

9 Monitoring and review

- 9.1 A named member of staff is responsible for co-ordinating and monitoring the implementation of this policy. At Newburgh Primary School this will be Mrs. J. Simpkins.
- 9.2 It is the responsibility of our Governing Body to agree and then monitor the school home learning policy. Our Governing Body may, at any time, request from our Headteacher a report on the way in which home learning is organised in our school.
- 9.3 This policy will be reviewed in three years, or earlier if necessary.

Signed:

Date:



Appendix 1

Newburgh Primary School Home Learning 2019/20

<u>Years 6</u>	
Maths	An arithmetic task will be set on a Wednesday for the following Tuesday, to be marked during the maths lesson. Fluency of tables and division facts to 12X will be secured and extended through the website: https://trockstars.com None set in the holiday.
Spelling	Each half term you will receive lists of spellings that will follow spelling rules that your child has been taught in school and/or a number of common words. On Friday the children will have a “pop quiz” which will test their knowledge of the spelling rules and will review previous spellings that they have learnt. None set in the holidays.
Reading	A weekly reading target is set. Children are encouraged to read during the holidays.
Independent Learning Unit (ILU) (cross curricular)	A project set at the beginning of each half term to be completed by the end of each half term. One task a week to be handed in on a Wednesday. None set in the holidays

<u>Years 5</u>	
Maths	An arithmetic task will be set on a Wednesday for the following Tuesday. Fluency of tables and division facts to 12X will be secured through the website: https://trockstars.com . None set in the holidays.
Spelling	Each half term you will receive lists of spellings that will follow spelling rules that your child has been taught in school and/or a number of common words. On Friday the children will have a “pop quiz” which will test their knowledge of the spelling rules and will review previous spellings that they have learnt. None set in the holidays.
Reading	A weekly reading target is set. Children are encouraged to read during the holidays.
Independent Learning Unit (ILU) (cross curricular)	Set at the beginning of each half term. One task a week to be handed in on a Tuesday - a choice of activities with a link to topic. None set in the holidays



<u>Years 4</u>	
Maths	An arithmetic task will be set on a Wednesday for the following Wednesday. Fluency of tables and division facts to 12X will be developed and secured through the website: https://ttrockstars.com . None set in the holidays.
Spelling	Each half term you will receive lists of spellings that will follow spelling rules that your child has been taught in school and/or a number of common words. On Friday the children will have a “pop quiz” which will test their knowledge of the spelling rules and will review previous spellings that they have learnt. None set in the holidays.
Reading	A weekly reading target is set. Children are encouraged to read during the holidays.
Independent Learning Unit (ILU) (cross curricular)	An extended task to be completed by the end of each half term or the end of the holiday. None set in the holidays.

<u>Years 3</u>	
Maths	An arithmetic task will be set on a Monday for the following Monday. Fluency of tables and division facts to 2X , 5X, 10X will be secured and 3X, 4X and 8X developed through the website: https://ttrockstars.com . None set in the holidays.
Spelling	Each half term you will receive lists of spellings that will follow spelling rules that your child has been taught in school and/or a number of common words. On Friday the children will have a “pop quiz” which will test their knowledge of the spelling rules and will review previous spellings that they have learnt. None set in the holidays.
Reading	A weekly reading target is set. Children are encouraged to read during the holidays.
Independent Learning Unit (ILU) (cross curricular)	A task to be completed by the end of each half term or the end of the holiday. None set in the holidays.



<u>Year 2</u>	
Maths	An arithmetic task will be set on a Wednesday for the following Tuesday. Fluency of tables and division facts to 2X , 5X, 10X will be secured. None set in the holidays.
Spelling	Each half term you will receive lists of spellings that will follow spelling rules that your child has been taught in school and/or a number of common words. On Friday the children will have a “pop quiz” which will test their knowledge of the spelling rules and will review previous spellings that they have learnt. None set in the holidays.
Reading	A weekly reading target is set. Children are encouraged to read during the holidays.
Independent Learning Unit (ILU) (cross curricular)	A short task to be completed by the end of each half term or the end of the holiday. None set in the holidays.

<u>Year 1</u>	
Maths	An arithmetic task will be set on a Wednesday for the following Tuesday. Fluency of tables and division facts to 2X, 5X, 10X will be developed. None set in the holidays.
Reading	A weekly reading target is set. Children are encouraged to read during the holidays.
Spelling	Each half term you will receive lists of spellings that will follow spelling rules that your child has been taught in school and/or a number of common words. On Friday the children will have a “pop quiz” which will test their knowledge of the spelling rules and will review previous spellings that they have learnt. None set in the holidays.

<u>Reception</u>	
Reading	A weekly reading target is set. Children are encouraged to read during the holidays.
Also see the Reception Newsletter for tasks to develop speech and language, oracy skills and numeracy fluency.	



APPENDIX 2

Development of Spelling at Newburgh

Dear Parents,

As part of our curriculum development we are adapting the way we teach spelling and how you receive your child's weekly spellings. Each half term you will receive lists of spellings that will follow spelling rules that your child has been taught in school and/or a number of common words. On Friday the children will have a "pop quiz" which will test their knowledge of the spelling rules and will review previous spellings that they have learnt. The children will be tested on no more than 10 spellings at any pop quiz but, because they will be constantly tested on the previous weeks spellings they will be less likely to obtain full marks every week. For instance on week 6, I could choose 3 spellings from this week and 7 spellings from the previous weeks.

Children are taught spellings and tested to improve their ability to spell accurately within their independent writing. It is important that we embed this learning so that it does not only remain in their short term memory - from a Thursday evening to a Friday test! I have attached to this letter a range of strategies that you can use to help your child learn their spellings. All children learn in different ways and we will discuss with your child if they are improving with their learning of spelling rules and applying these in their independent writing. The spelling book that you have received home is for the children to practice their spelling in any way that suits them. They may draw pictures for the letters, use different coloured pencils to remind them of a silent letter or draw around sections of the words. In our daily spelling lessons, they will be taught multiple strategies to help them learn new spellings.

If you have any questions about the changes to our spellings homework, please contact your class teacher or myself.

Yours sincerely,

Mrs K. Turner
Deputy Headteacher



Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
Quickwrite	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
Drawing around the word to show the shape	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 