



# Home Learning Policy

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# Newburgh Primary School

## 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.

### 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 and 2.
- 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 30 minutes routinely on tasks as a matter of course. The time spent on home learning activities will include reading, spelling and maths 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

### Home Learning Guidance

Dear Parent,

In response to teachers', children's and parents' comments we are making some changes to the way we set tasks to be completed at home.

'Home Learning' is an activity that impacts on your own valuable and often limited time outside of school hours, but is a regular link that you have with your child's schoolwork. We hope that the changes will make the 'Home Learning' experience better for you and for your child and will have a greater impact on your child's enjoyment, learning and progress.

Please feel free to speak to me about any concerns regarding home learning.

Yours sincerely,

Mrs J Simpkins,  
Headteacher

DRAFT



<u>Years 6</u>	
Maths	A mathematics task, will be set on a Wednesday for the following Tuesday. Fluency of tables and division facts to 12X will be secured and extended using the TT Rockstars program where children will be asked to complete 5 studio sessions per week. None set in the holiday.
Spelling	Each half term you will receive lists of spellings that your child is being taught in school. 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	Children are encouraged to read as often and as widely as possible. A menu of ideas can be found in the front of the reading record.
Independent Learning Unit (ILU) ( cross curricular)	From October half term a project or topic piece of homework will be set every 2 weeks and from January one piece will be set each week. These pieces may take in total up to 45 minutes but this can be spaced out throughout the time.

<u>Years 5</u>	
Maths	A mathematics task, will be set on a Wednesday for the following Tuesday. Fluency of tables and division facts to 12X will be secured and extended using the TT Rockstars program where children will be asked to complete 5 studio sessions per week. None set in the holiday.

Spelling	Each half term you will receive lists of spellings that your child is being taught in school. 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	Children are encouraged to read as often and as widely as possible. A menu of ideas can be found in the front of the reading record.
Independent Learning Unit (ILU) ( cross curricular)	From January a project or topic piece of homework will be set every 2 weeks. These pieces may take in total up to 45 minutes but this can be spaced out throughout the time.

<u>Years 4</u>	
Maths	A mathematics task, will be set on a Wednesday for the following Tuesday. Fluency of tables and division facts to 12X will be secured and extended using the TT Rockstars program where children will be asked to complete 5 studio sessions per week. None set in the holiday.
Spelling	Each half term you will receive lists of spellings that your child is being taught in school. On <b>Monday</b> 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	Children are encouraged to read as often and as widely as possible. A menu of ideas can be found in the front of the reading record.
Independent Learning Unit (ILU) ( cross curricular)	From January a project or topic piece of homework will be set every 2 weeks. These pieces may take in total up to 45 minutes but this can be spaced out throughout the time.



<u>Years 3</u>	
Maths	A mathematics task, will be set on a Wednesday for the following Tuesday. Fluency of tables and division facts of 2x, 3x, 4x, 5x, 8x and 10x will be secured and extended using the TT Rockstars program where children will be asked to complete 5 studio sessions per week. None set in the holiday.
Spelling	Each half term you will receive lists of spellings that your child is being taught in school. 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	Children are encouraged to read as often and as widely as possible. A menu of ideas can be found in the front of the reading record.
Independent Learning Unit (ILU) ( cross curricular)	From January a project or topic piece of homework will be set every 2 weeks. These pieces may take in total up to 30 minutes but this can be spaced out throughout the time.

<u>Year 2</u>	
Maths	A mathematics task, will be set on a Wednesday for the following Tuesday. Fluency of number bonds is developed. Fluency of tables and division facts of 2x, 5x, and 10x will be secured and extended using the TT Rockstars program from summer term where children will be asked to complete 3 studio sessions per week. None set in the holiday.
Spelling	Each half term you will receive lists of spellings that your child is being taught in school. 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	Children are encouraged to read as often and as widely as possible. A menu of ideas can be found in the front of the reading record.





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.
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<u>Year 1</u>	
Maths	A mathematics task, will be set on a Wednesday for the following Tuesday. Fluency of number bonds is developed. None set in the holiday.
Reading	Children are encouraged to read as often and as widely as possible. A menu of ideas can be found in the front of the reading record.
Spelling	Each half term you will receive lists of spellings that your child is being taught in school. 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	Children are encouraged to read as often and as widely as possible. A menu of ideas can be found in the front of the reading record.
Also see the Reception web-page for tasks to develop speech and language, oracy skills and numeracy fluency.	



### 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 and on words that follow the rules they have been taught, they will be less likely to obtain full marks every week. For instance on week 6, I could choose 3 spellings from this week, 5 spellings from the previous weeks and 2 spellings that follow the "ing" rule we have been learning. 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  
Literacy Manager

## KS2 menu of ideas

# SPELLING MENU

<b>1. ABC Order</b>  Write all of your spelling words in alphabetical (ABC) order.	<b>2. Word Parts</b> Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u> ing cater <u>pill</u> ar	<b>3. Other Handed</b> Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.	<b>4. Vowel Spotlight</b> Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)
<b>5. Use Technology</b> Type out your spelling words on the computer. Try to use at least 4 different fonts. 	<b>6. Pyramid Words</b> s sp spe spel spell spelli spellin spelling (or make them boat shaped, star, smiley face, etc.)	<b>7. "Ransom" Words</b> "Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words. 	<b>8. Rainbow Words</b> Write your spelling words with coloured pencils. Make each letter a different colour. 
<b>9. Scrambled Words</b> Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta	<b>10. Silly Sentences</b> Write 3 or more sentences that use all your spelling words. 	<b>11. Prefixes and Suffixes</b> Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u> portant happi <u>ness</u>	<b>12. Word Search</b> Create your own word search with your spellings. Show the answers to your puzzle in a different colour. 
<b>13. Flashcards</b> Make and practice with flashcards. Put the word on one side and definition (meaning) on the other. 	<b>14. Picture &amp; a Story</b> Draw a picture defining each word. Write a sentence about your picture using the word.	<b>15. Words without Vowels</b> Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question	<b>16. Train Words</b> Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u> <u>back</u> <u>stop</u>
<b>17. Write a Story, Poem or Song with Words</b> Write a story using all your spelling words. Underline the words you used.	<b>18. Bubble Letters</b> Write your spelling words out in bubble writing. 	<b>19. Words Within Words</b> Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat	<b>20. Picture words</b> Draw a picture and hide your spelling words in the picture.


## KS1 Menu of Ideas

### SPELLING MENU

Choose one of the activities below to help you learn your spellings in a fun way.


**1. ABC Order**

Write your spelling list in alphabetical order.




**2. Bubble Writing**

Write out your spellings in bubble writing




**3. Rainbow Words**

Write out your spellings with different colours for each letter.



**4. Technology**

Use a computer or tablet to type out your spellings. Try to use different fonts.




**5. Pyramid Words**

w  
wo  
wor  
word

Or try to make different shapes.

**6. Word search**

Create a word search using your spelling list.



### SPELLING MENU

Choose one of the activities below to help you learn your spellings in a fun way.

**7. "Ransom Letters"**

Cut out letters from newspaper and magazines to spell each word.




**8. Word Parts**

Write your words. Then use a coloured pencil to split the word into syllables.  
(eg) **Jumping**

**9. Picture**

Draw a picture to go with each spelling, to help remember the meaning.




**10. Vowel Spotlight**

Write your spellings using one colour for the vowels and another colour for the consonants.

**VOWELS: a, e, i, o, u**

**11. Writing Race**

Set a timer for 2 minutes and see how many times you can write all your spellings.



**6. Sentences**

Write each of spellings in a sentence.