



# Buckland Primary School



## Home Learning Policy

<b>Governors' Responsible:</b>	<b>Full Governing Body (FGB)</b>
<b>Policy Originator:</b>	Rebecca Hutton
<b>Next Annual Review Due:</b>	June 2021

### Introduction

At Buckland Primary School we recognise and value the contribution that learning in the home environment can make to a child's education. Home learning is any learning children are asked to do outside the normal school day that contributes to their learning, either on their own or with help from parents or carers.

While home learning 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 the school.

When parents and schools work together, children achieve more. Home learning plays a positive role in raising a child's level of attainment. This policy sets out the purpose of and benefits of home learning, and the guidelines we follow when setting home learning activities for our children.

### Aims

#### Our school believes that home learning should:

- Develop an effective and co-operative partnership between the school and parents and other carers so they feel fully involved with their child's education
- Consolidate and reinforce key skills and understanding learnt in school
- Extend school learning: for example through additional reading and research
- Encourage children to develop the confidence and self-discipline needed to study independently
- Be varied - not just written tasks so children can practise and apply a range of skills
- Develop progressively according to the age of the child
- Be manageable for teachers
- Have a clear learning intention and, where appropriate, success criteria, in line with our teaching and learning policy, to enable every child to succeed with their home learning task
- Foster the enjoyment of learning together
- Help pupils develop good learning habits for the future

#### Through our policy we aim to:

- Ensure consistency and continuity of approach throughout the school
- Ensure progression towards independence and individual responsibility
- Ensure parents/carers have a clear understanding about expectations for themselves and their child
- Provide opportunities for parents, pupils and staff to work together in partnership
- Provide opportunities for parents and pupils to work together to enjoy learning experiences

## Guidance for setting Home Learning

At Buckland Primary School all home learning is linked to work done in class and is seen as a normal part of school life. This may consist of activities to consolidate and reinforce what has been learnt in a lesson, or investigation work linked to a topic. Home learning should be set at an appropriate level for each child so that it can be completed independently, or if adult support will be required, clear instructions should be provided to help support learning effectively.

Activities should have clear learning intentions and give opportunities for children to succeed and progress. Teachers should ensure that the demands of home learning are manageable for all children, taking into account the need for differentiation.

Topic letters, including key learning objectives and maths and literacy targets for each term, should be given to parents and carers to help them support their child's learning. During 'Curriculum Workshop' meetings at the start of each year, the home learning content and timings for that year group should be discussed, and expectations of standards made clear. The value of home learning should be stressed to parents.

Home learning is monitored by teachers and written or verbal feedback is given to maintain motivation (see Feedback and Marking policy).

## Progression in Home Learning

*The main focus for home learning at Buckland Primary School is on enhancing the basic skills in English and maths including mental maths calculations. On occasions science, and topic based home learning may also be given on a termly basis.*

## Learning Logs

All year groups use 'Learning Logs' as part of their home learning. Books go at the start of each academic year and include engaging activities for children and parents to complete together (where appropriate).

**Please ensure the Learning Logs are returned within the given timeframe so they can be shared and celebrated with the teacher and other children in the class.**

## Additional Activities

Some children participate in additional focused group or one to one sessions with teachers in school and through this children may bring home activities which further embed their knowledge and understanding

- Tracks or High 5 – reading and spelling practice
- Fischer Family Trust – focused reading and writing activities

*Please see the table below for a breakdown of Home learning for each year group.*

Yr. group	Approximate time	Content (may include some or all of the following)
All Year groups	30 minutes every other week	Home Learning Log activities linked to Topic, Literacy or Maths learning which is taking place in school (Y1 after Oct Half term)
Reception	10 minutes daily 10 minutes daily	Sharing and reading books Practise high frequency words and phonics (given out weekly) Half termly maths activities as suggested in Topic Letter
Year 1	10 minutes daily 10 minutes daily 15 minutes weekly 10 minutes daily	Sharing and reading books For some children additional phonics/handwriting practice For some children additional comprehension activities Weekly dictation (starting after Oct half term)
Year 2	15 minute daily 10 minutes daily 10 minutes daily 15 minutes weekly	Sharing and reading books Weekly Dictation For some children additional phonics practice For some children additional personalised comprehension activities

Year 3	15 minutes daily 15 minutes per week	Sharing and reading books Termly home learning project linked to the current topic using a range of skills e.g. literacy, maths, art, history, geography
	10 minutes daily 10 minutes daily	Daily practice of mental maths including multiplication facts Weekly Dictation and Times Table practise to increase fluency
Year 4	20 minutes daily 30 minutes weekly	Reading with an adult or independent reading followed by discussion of the text Termly home learning project linked to the current topic using a range of skills e.g. literacy, maths, art, history, geography
	10 minutes daily 10 minutes daily	Daily practice of mental maths including multiplication facts Weekly Dictation and Times Table practise to increase fluency
Year 5	20 minutes daily 30 minutes weekly	Reading independently (or with an adult if still necessary) followed by discussion of the text Termly home learning project linked to the current topic using a range of skills e.g. literacy, maths, art, history, geography
	10 minutes daily 10 minutes daily	Daily practice of mental maths including multiplication facts Weekly Dictation
Year 6	30 minutes daily 30 minutes weekly	Reading independently (or with an adult if necessary) followed by discussion of the text Termly home learning project linked to the current topic using a range of skills e.g. literacy, maths, art, history, geography
	10 minutes daily 5 minutes daily 10 minutes daily	Daily practice of mental maths including multiplication facts Spelling practice (not every week) Weekly Dictation When appropriate practice SATs papers (discussed with child and parent)

Spelling activities and investigation work are set according to the level the child is working at in phonics.

Mental maths home learning activities are designed to consolidate mathematical facts taught in class. We advise a 'little and often' approach to practising mental maths skills, for example, practising number bonds, on a car journey or reciting times tables during a walk. The number facts set must be learnt by heart, and with immediate recall, rather than allowing the child the opportunity to work out the answer in their head.

The termly topic projects in Key Stage 2 are more research based, but provide stimulating and relevant tasks for children relating to their current topic. Individual deadlines will be set by each year group but the class teacher will mark them and provide feedback to the children in the same way they do with in school learning. All home learning is celebrated within the classroom, where children can present their project to the class as well as at weekly Key Stage celebration assemblies.

**Differentiation** - Home learning is differentiated as appropriate to suit the needs of the child. This may be through content, task, resources, outcome or structure.

**Inclusion (SEND, G&T, EAL)** - 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 are differentiated to enable all children to contribute in a positive way.

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

We believe that the support of parents and carers is essential for children to make the most of their home learning opportunities. There are many ways in which parents can help their children:

- Encouraging and supporting them – showing your child you value the task or activity
- Ensuring reading records or home-school diaries are checked and in school daily
- Playing games with them, practising times tables, listening to children read
- Providing somewhere quiet for children to study away from the TV and other distractions
- Providing opportunities for real life experiences; talking, shopping, using money, telling the time, cooking, letter writing etc.
- **If using the internet to support home learning parents or carers are advised always to supervise their child's access to the internet. (Please see our E-Safety policy).**

If there is a problem over home learning we encourage parents to get in touch with the class teacher. Similarly if we have problems we shall contact the parents. Throughout the school year we provide workshops for parents to enable them to support their children's learning.

**Children who do not do their homework:**

It is the responsibility of all class teachers to see who has completed their home learning. As long as a child's parents have not informed the class teacher of any unforeseen circumstances that have made it impossible for the child to do the home learning, children who have not brought their home learning back to school should be deemed not to have done it. Children may be asked to complete home learning tasks during playtime.

If a child does not complete their home learning the class teacher will speak to the child's parents. If this continues a meeting will be arranged with the parents to discuss the possible reasons why.

**Equal opportunities** - All pupils have the right to equality of access to the curriculum. Teachers need to be sensitive to home circumstances of children. If necessary, appropriate resources and support may be provided to enable home learning to be completed.

**Role and responsibilities**

Teachers are responsible for setting home learning in line with the school policy, and for providing feedback to pupils and parents/carers. Parents should be encouraged to support their child by sharing books, giving help with tasks, and where possible, by providing an appropriate space, time and resources.

If a child is completing tasks independently we ask parents to check the home learning. Throughout the school we ask parents to write a comment to inform the teacher as to how much support was given and how the child managed the task in their reading log or home/school diary. Pupils are expected to complete tasks given in the allocated time.

**Monitoring:**

The Senior Leadership Team is responsible for monitoring the home learning policy. They are responsible for supporting colleagues in setting home learning, for being informed about current developments in the area, and for providing a strategic lead and direction for the area in school. The policy will be reviewed bi-annually with children, staff and parent representatives.

Reviewed: Summer 2019

Review date: Summer 2021