



Home Learning Policy

Policy Review	
Review Schedule	Every 2 years
Reviewing Committee	Teaching and Learning
Date of Last Review	October 2015
Date of Next Review	October 2017

Head Teacher Signature	Date Signed
Chair of Governors Signature	Date Signed



Grove Road Primary School

Home Learning Policy

We believe that home learning not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning. It should support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents and carers as co-educators of their children. We will make every effort to combat disadvantage, and ensure equality of opportunity wherever possible; for example by considering the need for after-school study support with access to resources such as ICT and mentoring where needed.

Aims of the Policy

- to develop an effective partnership between the school and parents
- to encourage even the youngest children to enjoy exploring and sharing activities from school with their parents and wider family.
- To provide opportunities for parents to share and praise achievements and progress.
- to ensure consistency of approach throughout the school
- to ensure progression towards independence and individual responsibility
- to ensure the needs of the individual are taken into account
- ensure that parents have a clear understanding about expectations from themselves and the pupils
- provide opportunities for parents and pupils to enjoy learning experiences together
- to consolidate and reinforce knowledge, skills and understanding, particularly in English and Maths
- to exploit all resources for learning including those found at home
- to encourage pupils to develop the confidence and self-discipline required for individual study
- to prepare children for the demands of secondary school

Roles and responsibilities

The Head Teacher will ensure that homework is:

- an integral part of the curriculum and is planned and prepared alongside all other programmes of learning
- appropriate to the age, ability and circumstances of the pupils, taking into account special educational needs
- coordinated in order to be manageable for children on a daily, weekly and half termly basis
- informed by governmental guidance and expectations



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Teachers will ensure that:

- pupils and parents are given a timetable of tasks at the start of each half term. This will include the day the work will be set and the deadlines for completion.
- tasks are set and marked in line with guidance and agreed standards
- pupils understand the learning purpose of the tasks
- it is clear to pupils how their tasks consolidate and extend the work they are doing in school
- they inform parents/carers if a pattern of avoidance develops or there appears to be any other issues relating to home learning.
- success is celebrated, tasks are marked and feedback given on a regular basis.

Pupils will be required to:

- demonstrate a commitment to spending an appropriate amount of time completing the tasks set
- write in pencil or handwriting/ink pen - not felt tip pens unless appropriate for the task
- present their work in line with presentation guidelines
- return their work on time

Parents/carers will:

- make it clear to their children that they value home learning and are willing to support the school with their approach. This includes encouragement and praise at all levels.
- encourage the children to look after their Home Learning books and take a pride in their work.
- monitor home learning and inform their child's teacher if an issue arises.
- support children to plan their time and meet deadlines.
- give teachers any useful feedback which may include:
 - notes in Reading Records
 - notes attached to Home Learning books
 - verbal feedback
- provide a suitable place in which homework can be completed, whether working alone or with an adult.

Following e-safety guidelines, we ask parents/carers to ensure that computers with access to the internet are located in a family room where they can monitor their child's use of internet sites.

Special Educational Needs

Our expectations apply equally to children with recognised special educational needs. However, the children will receive differentiated tasks according to their needs, and reasonable adjustments will be made to support and include them. In this way we hope to promote success and learning for all. Home-school link books are maintained for some children who need extra help and serve to increase the communication between parents and school staff.



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Content and Expectations

The main focus of home learning will be to develop, practise and consolidate key knowledge, skills and understanding in English and Maths through a range of cross-curricular tasks. Home Learning Grids for each half term will provide a choice of activities to apply learning and promote independent choice. Home learning will be a combination of formal exercises to support progress in spelling, phonics, number and calculation; but will also include activities to be completed in collaboration with or supported by family members. This might include reading, research or teaching another member of the family something they have learnt. "Talk Tasks", will also be set for the children to complete at home and time will be allocated for them to feedback their ideas during lessons and also assemblies. Learning of key words, spelling and calculation facts may also be sent home for children to practise.

Home Learning Grids:

In addition to regular weekly activities, Homework Grids provide a set of additional tasks linked to the current learning themes in class. The grids are designed to allow the children to plan and organise their tasks over a half term. The children can choose the order in which they complete their tasks and will be expected to do this with increasing independence across the year. Some of the tasks are designed to be quick and easy. Others may take several sessions to complete. As well as allowing organisation skills to be developed, and empower the children to take ownership of their learning, the grids are designed to give busy families some flexibility and avoid the occasional "Sunday night panic".

Typically, a Home Learning Grid will contain 8 tasks to select from, and children are expected to complete at least 6 of them during each half term.

Expectations:

Although there are currently no DfE set requirements for the amount of homework set each week. The following provides a guide to what might be a typical expectation as children move through the school.

Year Group	Suggested time allocation (average per week)
Reception (Foundation Stage)	½ hour across the week
Key Stage 1 – Years 1 & 2	1 hour across the week
Key Stage 2 – Years 3 & 4	1½ hours per week
Key Stage 2 – Year 5	2 hours per week
Key Stage 2 – Year 6	3 hours per week

Occasionally children may be asked to finish work at home but this will not form the core part of homework.



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Examples of Home Learning Activities

EYFS: Nursery

- Daily reading and sharing stories
- Sharing nursery rhymes, poems, riddles and songs
- Counting and number rhymes

EYFS: Reception

- Daily reading and sharing stories
- Sharing nursery rhymes, poems, riddles and songs
- Counting and number rhymes
- Finding and bringing in theme related objects

Year 1

- Daily reading and sharing stories
- Sharing nursery rhymes, poems, riddles and songs
- Maths practice (counting, number bonds, practical maths games)
- Key word spelling practice
- Home Learning Grid activities

Year 2

- Daily reading and sharing stories
- Maths practice (number bonds, multiplication tables, practical maths games)
- Handwriting and spelling tasks
- Home Learning Grid activities

Year 3

- Daily reading and sharing books
- Handwriting and spelling tasks
- Maths practice (Multiplication tables)
- Home Learning Grid activities
- Work to be completed from class as required

Year 4

- Daily reading and sharing books
- English and/or Maths activity
- Handwriting and spelling tasks
- Maths practice (Multiplication tables)
- Home Learning Grid activities
- Work to be completed from class as required

Year 5

- Daily reading and sharing books
- English / Maths activity
- Handwriting and spelling tasks
- Maths practice (Multiplication tables)
- Home Learning Grid activities
- Work to be completed from class as required

Year 6

- Daily reading and sharing books
- English / Maths activity
- Handwriting and Spelling tasks
- Maths practice (Multiplication tables)
- Home Learning Grid activities
- Work to be completed from class as required



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Arrangements for monitoring and evaluation:

The leadership team will monitor home learning provision by checking planning, pupils' work and Reading Records, in addition to sampling the quality of resources sent home. On an annual basis, a sample of parents and pupils will be surveyed for their views on the effectiveness of the current practice, and the leadership team and governors will review the effectiveness of this policy.

The governing body or its Teaching & Learning Committee will receive an annual report from the Headteacher that includes the outcomes of work sampling and feedback from the surveys of pupils and parents.

Policy Review

This policy will be reviewed in full by the Teaching & Learning Committee of the Governing Body on a bi-annual basis