



STANILAND ACADEMY

HOME LEARNING POLICY

THE AIM

To support, enhance and develop classroom practice by extended activities that will reinforce the skills, knowledge and concepts of pupils. All children, on a voluntary basis, and in co-operation with the parents are able to support existing classroom work through doing home learning.

Home learning is time spent at home on activities that support school-based learning. Home learning is used to encourage children to develop their skills and knowledge throughout the curriculum. Class teachers are responsible for setting home learning tasks every week as outlined below.

Home learning tasks should be realistically set and meet the needs of individual pupils. If home learning is handed in on time, then it should be marked in accordance with the school's current marking policy.

Home learning can only succeed if the pupil and parents support the notion of extended work-based activities. Every opportunity should be given to both parents and pupils to appreciate the value of home learning and the benefits it can make to the developing child.

The evidence suggests that home learning makes the greatest contribution to learning when:

- Children and parents or carers are very clear about what they need to do
- Parents and carers are treated as partners in their children's learning
- Tasks are carefully planned and structured to support progression in learning
- There is a regular programme so that everyone – teachers, children and parents or carers – knows what to expect each week
- Children receive prompt, clear feedback about their work
- There is firm leadership and a team approach to ensure consistent practice
- Home learning is regularly monitored and evaluated to check that it supports children's learning in the best possible way
- 'Home learning' refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

THE PURPOSE OF HOME LEARNING

- Developing an effective partnership between the school and parents and other carers in pursuing the aims of the school
- Consolidating and reinforcing skills and knowledge, particularly in English and Maths
- Extending school learning
- Encouraging pupils, as they get older, to develop the confidence and self-discipline needed to study on their own, preparing them for the requirements of secondary school.

Through our policy we aim to:

- Ensure a consistent approach throughout the school
- Ensure progression towards independence and individual responsibility
- Ensure the needs of the individual pupil are taken into account
- Ensure parents/guardians have a clear understanding about expectations from themselves and the pupil
- Improve the quality of learning experience offered to pupils
- Extend and support the learning experience via reinforcement and revision
- Provide opportunities for parents, pupils and school to work in partnership
- Provide opportunities for parents and pupils to work together to enjoy learning experiences
- Encourage children to develop long term strategies for future needs
- At Year 6, prepare the children for secondary school

THE TYPE AND AMOUNT OF HOME LEARNING WHICH IS APPROPRIATE FOR PUPILS OF DIFFERENT AGES

Home learning is to be set every week for children to complete with the main focus on English and Maths. Science and other subjects are integrated through a project once a year and children are encouraged to develop a love for learning and to learn and complete independent home learning tasks that they are interested in and to share with their class teacher to try to get the 'Homework Hero' trophy.

Teachers are to set home learning on Weduc using the 'Home Learning' tab weekly. This is to be allocated to classes or individual children if their work is differentiated. Home learning that is regular and the same each week, there can be a reminder to complete the home learning tasks posted on Weduc; additional or different work and projects need to be posted separately.

Recommended times are as follows:

Nursery

- Adult reading a book to their child as part of a 'borrow a book for bedtime' programme
- 1 task to be set on Weduc to cover all areas of learning in EYFS, with answers to be posted on Tapestry

Reception

- Reading to an adult – approximately 10 - 15 minutes a day, 5 times a week
- High Frequency Words (HFWs) and phonics tasks – approximately 10 minutes, 3 times a week
- 1 task to be set on Weduc to cover all areas of learning in EYFS, with answers to be posted on Tapestry
- Other tasks set
- Project once a year to be set in line with what is being learnt that term (as outlined below)

Year 1

- Reading to an adult – approximately 15 minutes a day, 5 times a week
- High Frequency Words (HFWs) and phonics tasks – approximately 10 minutes, 3 times a week
- English task OR Maths task – approximately 10-15 minutes
- Project once a year to be set in line with what is being learnt that term (as outlined below)

Year 2

- Reading to an adult – approximately 15 - 20 minutes a day, 5 times a week
- High Frequency Words (HFWs) and phonics tasks – approximately 10 minutes, 3 times a week
- English task – approximately 10-15 minutes
- Maths task – approximately 10-15 minutes
- Times Tables Rock Stars (online Program) or Hit the Button (website) 10-15 minutes a day, 3 times a week
- Project once a year to be set in line with what is being learnt that term (as outlined below)

Years 3 and 4

- Reading to an adult or independently 15 - 20 minutes a day, 5 times a week
- Phonics (if needed) 10 minutes a day, 5 times a week
- Spelling Shed (online program) to practise weekly spellings 10 minutes a day, 3 times a week
- Times Tables Rock Stars (online Program) 10-15 minutes a day, 3 times a week
- Bedrock Learning/ Vocabulary (online Program) 20 minutes a day, 1 or 2 times a week
- Project once a year to be set in line with what is being learnt that term (as outlined below)

Years 5 and Year 6

- Reading to an adult or independently 15 - 20 minutes a day, 5 times a week
- Phonics (if needed) 10 minutes a day, 5 times a week
- Spelling Shed (online program) to practise weekly spellings 10 minutes a day, 3 times a week
- Times Tables Rock Stars (online Program) 10-15 minutes a day, 3 times a week
- Bedrock Learning/ Vocabulary (online Program) 20 minutes a day, 1 or 2 times a week
- Project once a year to be set in line with what is being learnt that term (as outlined below)

Project-based learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						Grow!
Year 1			Jurassic World			
Year 2		Let's Celebrate				
Year 3					Tombs and Treasures	
Year 4				Blue Planet		
Year 5			Rough Guide to the World			
Year 6	Industrious Victorians					

SEND CHILDREN

Setting the right type and amount of home learning for children with special educational needs is not always easy. Some children may benefit from differentiated tasks which are separate from the home learning tasks set for other children in the class. On the other hand, it is important that they should do as much in common with other children as possible. Setting appropriate home learning which does not demand too much or too little of pupils needs careful consideration between staff and parents/ carers.

Tasks should:

- Have a very clear focus
- Give plenty of opportunities for the pupil to succeed
- Help develop social as well as other skills where necessary
- Be varied and not just include writing
- Not be used as an opportunity for children to catch up

ALL HOME LEARNING SET SHOULD BE:

- Planned and co-ordinated so that the demands on pupils and parents/carers are balanced and manageable on a day to day basis
- Be manageable for the teachers
- Flexible so that the pupils have more than one evening to complete the work
- If a child is finding it difficult to complete home learning at home, then opportunities may be available in school and children can be encouraged to attend

THE ROLE OF PARENTS AND CARERS IN SUPPORTING PUPILS

Parents and carers will be encouraged to:

- Provide a peaceful, suitable place in which pupils can do their home learning
- Instil the importance of home learning on their child, supporting the school in explaining how it can help their learning
- Encourage pupils and praise them when they have completed home learning

FEEDBACK FOR PUPILS, PARENTS OR CARERS AND TEACHERS

Where home learning is done together with adults, children will often receive immediate feedback on what they are doing. In the case of the work that they do on their own it is very important that they receive appropriate feedback as soon as possible both through marking and verbal feedback; celebrating achievements in class and through assemblies. Praise and rewards to be given to children for successfully completing their home learning through the use of the 'Homework Hero' trophy.

DEVELOPING A DIALOGUE

The communication from school to parents/carers is maintained by the use of dialogue at the door, through reading journals and social media (Weduc, Facebook, Twitter, ParentsPay and the school website). Two-way dialogue is encouraged from the start through a variety of different ways.

Reviewed March 2020

To be reviewed annually