



# Home Learning Policy

**Revised May 2019**

## Home Learning Policy

### **What is home learning?**

Home learning is work which is set to be completed outside the timetabled curriculum but not necessarily at home. It does contain an element of independent study in that it is not usually directly supervised or controlled by a teacher and it represents an extension of the learning activities provided and organised in accordance with the objectives of the School curriculum.

Research over a number of years in this and other countries has shown that learning at home can make an important contribution to pupils' progress at school. Ofsted confirm that,

"many pupils and their parents saw work done at home as a valuable and essential part of school work..."

### **Why we feel home learning is important.**

- \*to promote independent study skills
- \*to practise and reinforce skills learned in the classroom
- \*to consolidate and extend learning begun in the classroom
- \*to enhance study by making greater use of materials and sources of information which may not be available in the classroom (eg visit to the local library)
- \*to involve parents (and other adults) in children's work.

### **Management**

Whilst we recognise that our current Government has removed guidelines setting out how much homework should be set, school policies are now at the discretion of the Headteacher.

### **The Department of Education (2012) states:**

*"Homework is part and parcel of a good education-along with high quality teaching and strong discipline. We trust headteachers to set the homework policy for their school. They know their pupils best and should be free to make decisions without having to adhere to unnecessary bureaucratic guidance."*

### **Ofsted Handbook (September 2015) states that Ofsted are hoping to see evidence that:**

*"Teachers set **challenging homework**, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come."*

	Tasks could include:
Foundation	Sharing a book and daily reading. Homework book relating to class activities
Year 1	Daily reading, spellings and maths
Year 2	Daily reading, spellings and plus one task related to weekly activities
Years 3&4	Daily reading, grammar/English, Maths. Spellings, Rock Stars and Spelling Shed
Years 5&6	Daily reading, grammar/English, Maths. Spellings, Rock Stars and Spelling Shed

In addition to home learning set weekly, each term every class will be set a **Homework Challenge**. The homework challenge, will generally be linked to the terms topic, and may include: a project, building a model, a powerpoint, designing a poster etc

Regular reading is vital. For children at Foundation and Key Stage 1, learning at home will largely consist of regular reading activities with parents and carers, looking at books together. Reading practice and listening to others read continues to be essential right through primary school.

**This home learning policy is co-ordinated by all teaching staff. A rigorous monitoring system will help assess the impact upon pupil's learning.**

- \*to ensure consistency of approach throughout the school
- \*to ensure progression towards independence and individual responsibility
- \*to ensure the needs of individual pupils are taken into account
- \*to improve the quality of learning experience offered to pupils
- \*to ensure the tasks set are appropriate to the age and ability of the pupil.

### **The Type and Amount of Home Learning Set**

The main focus of home learning activities for children will be English and Maths.

We must ensure that not too much learning at home is spent 'finishing off' written activities carried out in class. The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning.

Some tasks set, may require more than one evening to be completed, in order for information to be collected. However we must ensure we monitor the demands made on pupils so that they are as even and balanced a possible.

### **Communication with Parents**

To be effective, we at Plympton St Maurice Primary recognise that learning at home needs to be part of a wider partnership between parents and school. We must be able to count on parental support for our aims to be achieved. Regular reading to, and with, parents and carers is vital; all primary school age children should either read to their parents or carers or listen to them read for between 10 to 20 minutes a day.

### **In general terms parents and carers should be encouraged to:**

- \*provide a reasonably peaceful, suitable place in which pupils can do their homework- alone or, more often for younger children, together with an adult
- \*make it clear to pupils that they value learning at home activities, and support the school in explaining how it can help their learning.
- \*encourage pupils and praise them when they have completed learning at home activities.

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