



St Mary's CE Primary School
Felsham Road
Putney

Home Learning Policy

*At St. Mary's we aim to provide an education of the highest quality
to enable every child to realise their potential within a nurturing
Christian community*

November 2017

Aims

We aim to provide opportunities for children to work alongside their parent/carers, to have learning supported and extended outside of school. We aim to work in partnership with parent/carers to help each child reach their potential. Recent research highlights effective home learning is associated with greater parental involvement and support, which positively impacts on learning.

Introduction

This policy sets out the practice that all staff will employ when preparing, setting, marking and giving feedback on home learning for pupils at St. Marys.

We define home learning as any activity that pupils undertake outside of school lesson time, either on their own but preferably with support. At St Mary's we have a strong commitment to parental involvement and see home learning as one way of developing this partnership. To support parents we provide a range of workshops throughout the year to enable them to help their child/ren. These workshops include: Calculations (KS1, EY and KS2), eSafety (KS2), Phonics and Supporting Children with Reading (EYFS and KS1). When children are admitted to the school, parents/carers are asked to sign our Home-School Partnership Agreement (Appendix 1), which supports this home learning policy.

Why give home learning?

- It can further stimulate enthusiasm for learning
- It is a great opportunity to consolidate and extend the learning that occurs during the week and prepare for up-coming learning
- It can be a great source for gathering topic information to share in class
- It helps to develop independence
- As children move up the school Home Learning increases to foster good habits of organisation and self-discipline, in preparation for the demands of Secondary School
- It takes advantage of the home environment and resources and the chance for some one-to-one adult time
- It can inform parents about work going on in class

Home learning at our school

Whilst we support all of these key principles, St Mary's is not a school at which home learning dominates home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that home learning should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict, it ceases to be a constructive aspect of learning. Rough expectations with regard to how much time children should spend on each piece of home learning, is given in the table below.

Class Teachers specify amounts of time that should be spent on a task, in half termly newsletters. If timings differ on a specific task, this will be indicated on the piece of learning itself. Reading, Spelling and Times Tables are to be practised daily. If home learning is taking an inordinate amount of time, then parent/carers are to be encouraged to inform the class teacher, who will give advice.

We hope the children are motivated by positive incentives and by the tasks themselves. In EYFS and KS1, discreet home learning registers are kept and if a

child consistently fails to complete and return tasks, this is discussed with the child and their parents. In KS2, one day's leeway will be given regarding the deadline for handing learning in. Unfinished or missing work will need to be completed during lunchtimes. If a child does not complete their home learning on more than three occasions, concerns will be discussed with parents.

Our routines and expectations

For consistency, all classes give out weekly home learning on a **Friday**. If it is a piece that needs handing in, it is expected to be returned by the following **Wednesday**. Occasionally timescales may differ from this. A clear and reasonable completion date will be given, either on the learning itself or via the electronic PACT book. EYFS and KS1 book change will take place every **Thursday** if parent/carers have requested new books. School reading books will not be sent home during the summer holiday. It is expected that during this time children will read daily for pleasure, texts of their own choice, from a range of public library books and/or texts from home.

All home learning should always be explained and discussed in class before being sent home; it may be a continuation of class learning, or a maths game already familiar to the child. It is our intention, and good practice, not to send learning home that the child cannot already do i.e. parent/carers are not expected to teach new skills. There should be a clear explanation from the teacher of what is expected.

Each child has a home learning book in KS2 and folders in some KS1/EYFS classes. The majority of tasks are kept in there. Work that needs marking (and is not feeding into other class learning) will be returned to the book/folder. Work will be marked in accordance with the school's Effective Marking and Feedback Policy. This should happen each week.

At the beginning of each year, class teachers will state expectations on how weekly home learning is to be returned (e.g. children taking responsibility to place named work in the appropriate tray in class, or collected from folders by staff for the younger children).

It is our expectation that when children make mistakes we encourage parent/carers to **leave these recorded**. We believe learning isn't a question of 'right and wrong' but 'right and learning'. We learn through taking risks and making mistakes! If the parent/carer feels confident, then they are encouraged to address these errors in a different coloured pen. We discourage rubbing out as mistakes are an important part of learning and helps the class teacher identify further areas where support may be needed. Our expectation isn't that all home learning is correct but that children have a go and do their best. We strongly encourage parent/carers to support their child/ren with home learning but would ask them to note if significant support (SS), a little support (LS), or a reasonable amount of support (RS) was needed.

The tasks set will not always need to be handed in; there are other ways in which teachers will respond or give feedback, for example, sharing results in class discussions, putting learning onto a display or transferring learning into class books.

Current Home Learning Expectations:

YN	YR	Y1	Y2
Sharing books once a week (10 mins.)	Reading/learning key words/sounds (10 mins. daily)	Daily Reading/Tricky words (15 mins.)	Daily Reading/Tricky Words (15 mins.)
Maths packs Spring Term (15 mins.) weekly	Dictation Spring term (15 mins.) weekly	Spellings (5 mins. daily)	Spellings (5 mins. daily)
	Handwriting (10 mins.) weekly	Dictation (10 mins.) weekly	Dictation (10 mins.) weekly
	Maths Activity Summer term(10 mins.) weekly	Handwriting (10 mins.) weekly	Handwriting (10 mins.) weekly
		Grammar (10 mins.) weekly	Grammar (10 mins.) weekly
		Active Learning – electronic Maths activity (15 mins.) weekly	Active Learning – electronic Maths activity (20 mins.) weekly
		Topic Activity (60 mins. in total once a half term)	Times Tables (5 mins. daily)
			Topic Activity (60 mins. in total once a half term)

All of the above learning will involve parent/carer support.

Y3	Y4	Y5	Y6
Daily Reading (20 mins.)	Daily Reading (20 mins.)	Daily Reading (30 mins.)	Daily Reading (30+ mins.)
English Activity/Topic (30 mins. alternate weeks)	English Activity/Topic (30 mins. alternate weeks)	English Activity/Topic (45 mins.) weekly	English Activity (45 mins.) weekly
Spellings (5 mins. daily)	Spellings (5 mins. daily)	Spellings (5 mins. daily)	Spellings (5 mins. daily)
Maths activity (30 mins.) weekly	Maths activity (30 mins.) weekly	Maths activity (45 mins.) weekly	Maths activity (45 mins.) weekly
Times Tables (5 mins. daily)	Times Tables (5 mins. daily)	Times Tables (5 mins. daily)	Times Tables (5 mins. daily)
			Topic (45 mins. weekly). Occasionally an extended project

New Home Learning Strategies

UnHomework: We aim for children to take ownership of their home learning, so where appropriate, children will be given a choice of assignments or tasks which are connected to pupils' interests. We hope this will inspire and instil a love of the subject. As Benjamin Franklin once said, 'Tell me and I forget, teach me and I remember, involve me and I learn'. The class, guided by the teacher on some tasks, decide what the home learning should be, how it is to be presented, the success criteria against which it will be assessed, deadlines and how it is to be shared with the class. This will usually be based on project or Topic based learning. Children will therefore demonstrate their talents and present their work in a way that engages them and creates interest in others. The expectation is that this will take place once a half term for KS1 and twice a half term for KS2.

The Flipped Classroom: Pupils gain first exposure to new material/knowledge outside of class, usually via reading, videos, visits, interviewing grandparents, trips to the beach etc. Class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates, building up understanding and skills. Direct knowledge gained before class (at home), will free up class time for activities that allow deeper exploration of content. We wish to engage students in active learning, applying knowledge rather than factual recall. The way we propose to do this is as follows:

- **Curriculum Maps** for each class, for the year are displayed on the school website. Parent/carers are encouraged to look at these before the term/topic begins. This will give children and parent/carers opportunities to gain background knowledge before the learning commences, thereby ensuring children hit the ground running when teaching begins. Newsletters are all place on the school website under Curriculum. The school's Twitter account on the website may also be used by teachers to highlight useful prior learning (e.g. useful trips, videos, books etc.).
- Class teachers will **explain the theme** before the topic starts (at the end of the previous half term), so that children can do their own research to feed into the Knowledge Harvest at the beginning of the term and prepare children for subsequent class learning.

We expect children to maintain the same standards for presentation of home learning as we set in school i.e. to use their best handwriting and a sharp pencil or black pen (Y6 only).

Between Reception and Year 2, school staff will manage the sticking in of sheets and instructions when needed. We ask children and parents in Years 3 to 6 to take responsibility for sticking sheets in the home learning book and keeping the book tidy.

Each child will pursue set tasks at their own level of ability. Where appropriate, all work will be differentiated by ability so that all pupils feel competent completing it.

Increasingly teachers are using the web for home learning. This may be directing children and parent/carers to play a specific game from Interactive Resources or, to comment on a blog.

In the few months prior to the SATs, children in Year Six will be given additional revision learning.

A home learning club in KS1 and KS2 is provided if needed for children who wish to do some of their home learning at school and support will be given.

Home Learning will not be set over the holidays and half term breaks. Home Learning will also not be set in the last week of term.

The school holiday dates are published in advance and we strongly advise parents/carers to book their family holidays during the school holidays. Authorised leave will **not** be granted for holidays. Should parents/carers choose to take their

children out of school during term time then school work will not be provided for the period of the absence.

What to do if you have concerns

If you find the home learning inappropriate for your child, if they lack interest, if it becomes a battleground or if you are concerned that homework is given inconsistently please talk with your child's teacher in the first instance. If you still have concerns, please talk with Wendy Livingstone (EYFS/KS1 Deputy Head Teacher) or Amanda Bishop (KS2 Deputy Head Teacher).

SEND

All of our pupils are individuals. As we differentiate the curriculum for them in so far as possible, so this policy will be differentiated in the best interests of every individual pupil – especially those with Special Educational Needs and Disabilities – and the school community as a whole.

Equal Opportunities

We aim to ensure that all children have the same access to resources and support for home learning as possible. For children without access to computers at home we offer opportunities for those children to use school computers on the premises. Children without access to printers likewise can email work to the school office where it will be directed to class teachers. Any other physical resources needed to complete home learning can be provided through discussion with the class teacher. For adult support with home learning please refer to home learning club provision above.

Links with other School Policies and Practices

This policy links with and should be read in conjunction with a number of other school policies, practices and action plans including:

- Home/School Agreement
- English/Maths Policy
- Effective Marking and Feedback Policy
- Teaching and Learning Policy (pending)
- SEN/Inclusion
- E-Safety Policy
- Attendance Policy

Consultation and Participation

Parent and pupil surveys are conducted regularly in which parents and pupils have an opportunity to give their views on the amount and type of homework at St Mary's. These views are shared with SLT and Governors and feedback into the policy review cycle.

The policy was given a comprehensive and rigorous review and rewrite in June 2017.

Monitoring and Review

Home Learning across the school will be monitored through parent/carer surveys, pupil voice and annually during a staff meeting in the summer term when this policy will be reviewed.

The School's Home Learning Policy was reviewed and largely rewritten in: **June 2017 by Wendy Livingstone (EY/KS1 Deputy Head)**
Adopted:- **January 2018 (after a terms trial period)**
Suggested Date of Next review: **January 2019**