



Staplehurst School

# Homework Home Learning Policy

Responsibility for ratification delegated to Headteacher by Learning & Development  
Committee on

Policy ratified by Headteacher

Policy to be next reviewed

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## Document History

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| 1.0            | May 2007            | Formal release of document  | Annemarie Bolt<br>Headteacher   |
| 1.1            | February 2009       | Document reformatted. No change to content.   |   |
| 1.2            | February 2010       | Minor typographical changes   | Annemarie Bolt<br>Headteacher   |
| 1.3            | May 2012            | Content updated in line with current practice and Use of ICT updated in response to Parent Forum feedback | Annemarie Bolt<br>Headteacher and<br>Sarah Friend, Acting<br>Deputy Headteacher |

Under review



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Under review



# Homework / Home Learning Policy

## Introduction

We believe that some form of work, undertaken at home, is desirable for all primary age children, in order to support progression in learning. Home learning should be a pleasant experience, which generally reinforces children's work at school.

The purpose of home learning changes as children get older. For children in Key Stage 1, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose. As children get older, home learning provides an opportunity for them to develop the skills of independent learning, preparing them for life at secondary school and beyond. It is important that children should gradually get into the habit of regularly devoting periods of time, which need not be long, to study on their own.

The aims of our home learning policy are set out below. As with all areas of school life, it is important that parents/carers and school are clear about what is to be achieved and are mutually supportive.

## Aims

- To develop an effective partnership between the school and parents and other carers, in pursuing the aims of the school.
- To consolidate, reinforce and extend work done in school.
- To encourage a sense of responsibility in children, and to help them develop a sense of pride in their work.
- To help prepare older children, particularly in Years 5 and 6 to become independent learners and for life at secondary school.

## Approach

Home learning builds on what has been learnt in the classroom. It enables the class teacher and the parent to confirm that the child has an understanding of a subject and helps to instil and develop a sense of discipline and independence.

Some home learning will focus on Literacy and Numeracy, as well as on topic related activities. Home learning will be provided on a consistent basis, with sufficient time allowed for the completion of the task. Children will be given clear instructions about the activity to be undertaken. The amount of time taken on a piece of home learning will vary according to the ability of the child. We give parents the opportunity to ask class teachers questions about any aspect of their child's learning at the early autumn "Meet the Teacher" sessions.

The following guidelines show what home learning is expected, in general terms, across the school:

### Early Years

Daily reading - recorded in the Contact book; repeating nursery rhymes, counting rhymes, counting reinforcing letter sounds, reading key words, sharing books.

### Year 1 + 2

Daily reading - recorded in the Contact book; repeating nursery rhymes, counting rhymes, weekly spellings. Library experience with shared reading of selected books. Occasionally, a mathematics activity e.g. number bonds; simple research i.e. family history.

### Years 3 + 4

Daily reading - weekly spellings to learn, practised daily in school with a partner in spelling journals. Tables to learn; weekly home-learning activity, that the child should spend no more than 20 minutes undertaking.

### Years 5 + 6

Weekly spellings to learn practised daily in school with a partner in spelling journals; tables to learn; one topic or literacy based "Take home task" and one piece of Numeracy homework per week, occasionally supplemented by



a science or topic related activity. Sometimes the Take Home Task may be a longer term piece set over several weeks, depending on the task.

In addition, teachers may send work home that has not been completed in class.

There is an expectation that children in Years 5 and 6 will spend longer on home learning activities. This should not exceed forty minutes in total per subject, per week. Children in Years 5 and 6 are expected to read for enjoyment in addition to the home learning activities.

## Use of ICT

The use of ICT at home is encouraged for research but this needs to be relevant and understood by the children, we therefore ask of three or four key relevant facts to be found not reams printed of that has been neither read or understood. Parents should also remember the importance of e safety. Our teachers have created an educational website list on the Classes page of the School's website. This list includes a range of websites on different subjects. These should not only help to develop your child, but are lots of fun too.

## Role of the Parent/Carer

Parents and carers are expected to:

- encourage the child by providing a reasonably peaceful, suitable place in which home learning can be done, either alone or more often for younger children, together with an adult.
- make it clear to the child that they value home learning and support the school in explaining how it can help their learning.
- encourage the child and praise them when they have completed home learning.
- encourage the child to finish the task in the recommended times (given on page 4 and 5). If the child is struggling to complete a task, please do not allow them to continue indefinitely. Make a note, on the homework or accompanying sheet, explaining that they have worked for the required time and sign it.

Children benefit enormously from being able to discuss what they have done, with their parents/carers. Parents/carers should not spend time altering or correcting the child's work, but rather discuss it and suggest how it might be done differently, or improved. Remember praise produces better results than criticism. Parents/carers may use the home contact book or add a note to the homework to record the level of support the child has needed and any difficulties he/she may have encountered.

Reading is a crucial aspect of school work and needs to be encouraged at all times. A child's written skills often reflect their attitude to reading. A child who reads widely with enthusiasm and is read to regularly, is often able to translate this into written work. It is most important, therefore, for a parent or carer to read with their children as often as possible, to discuss the plot and characterisation and ask questions about what has been read. This should continue throughout the child's time in Primary School. Remember that this doesn't have to be just stories, non-fiction text is also important.

Writing is enhanced when children have a wide vocabulary. You can't write well in sentences if you don't speak in sentences – so please remember the importance of the art of conversation and discussion. High quality 'tea time' or 'bed time' talk is the first step towards good written communication skills.

## Role of the teacher

The class teacher will, as far as possible, ensure that children are completely clear about what they are expected to do at home. The tasks set will be relevant, clearly focussed and varied. The tasks will be marked, where appropriate, and will either prepare for, or extend work done in school. The class teacher will also monitor demands on the children so that the home learning tasks are as evenly balanced as possible.

We hope parents and carers will support the school in encouraging their children to develop a responsible attitude to their home learning.