



CHRISTIAN MALFORD
Church of England Primary School

Challenge Motivate Succeed

CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS

HOME LEARNING POLICY

Approved by: Local Board

**Adopted: 19th November
2018**

Due for review: November 2019

Vision statement

A Christian values-led education that provides opportunities to enjoy 'life in all its fullness' through inspirational staff leading personalised learning, and encouraging aspirational pupils who have respect for themselves, others and their environment.

Home 'work' or Home 'learning'?

Learning at our Schools is fun! Work is a chore. Our home learning is intended to develop our pupils' excitement and passion for their learning and to help parents and carers support their children at home.

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 (DfE document, Homework Guidelines for Primary and Secondary Schools).

Key principles

Top education researchers tell us that homework has little impact for primary age pupils, unless it requires children to rehearse and practise. Other commentators are increasingly highlighting pressure on children and the need for them to enjoy their childhood, having a break from school work at home. Leading educationalists are also arguing the case for more creativity in the curriculum to better prepare children for the world of work, especially where it is predicted that many of the jobs that our 5 year olds will start are not yet known!

Research tells us that learning and understanding are deepened through repetition and practice. Key skills such as learning times tables for maths and practice of spelling patterns can be practised at home. We believe that reading should be part of a child's daily routine. Learning beyond the school, with or without the support of parents, enable pupils to enjoy spending time on an extended task and lets them develop their creativity. Home Learning helps to develop research and investigative skills. It also provides opportunities for children to learn alongside and from their family members.

Statement of purpose

The purposes of this policy are as follows:

- to provide specific guidelines on Home Learning for teachers, parents and pupils
- to help promote continuity and consistency with Home Learning practices throughout our schools
- to help promote and foster positive attitudes/experiences about Home Learning
- to help new teachers/parents/pupils adjust to Home Learning practices at our schools
- to help increase the level of communication between home and school, especially as it relates to home assignments.

Philosophy

Home Learning provides pupils with opportunities to apply learning and experience necessary practice. It is also designed to develop a certain amount of independence amongst pupils and to provide an opportunity for them to take personal responsibility for their own achievement.

Home Learning can be used for the following reasons:

- to reinforce school activities
- to extend/broaden school activities
- to provide drill/practice for specific skills
- to provide parents with an opportunity to become involved in the child's learning.
- to promote/foster regular study habits in pupils.

This being stated, however, at Christian Malford, Seagry and Somerford's Walter Powell CE Primary Schools we fully realise that Home Learning activities are but one source of learning experiences for the pupils outside of the school day. The extra-curricular involvement (both within and outside school) of pupils is high. Each of these activities (e.g. Brownies, Beavers, Cubs, swimming, music, gymnastics etc.) provides pupils with educational experiences to enhance their growth and educational development. In addition, societal influences on children must be taken into consideration. Teachers and parents/carers alike must be aware of the high levels of stress many pupils deal with on a daily basis. Home Learning tasks must be assigned with this in mind. Finally teachers fully realise the uniqueness of each child in the school and his/her needs. Whereas the guidelines are based on the "average" pupil, individual differences amongst pupils must be taken into consideration by parents/ carers and teachers. Exceptions to these guidelines, therefore, must be expected when dealing with pupils with special needs. The importance of clear and concise communication between home and school cannot be over-emphasised, especially in these situations.

GUIDELINES FOR TEACHERS

- Home Learning should be assigned with specific instructional purposes and related to the classroom activities, themes, objectives etc.
- Home Learning tasks should be appropriate to pupil's level of achievement and individual differences in ability must be considered. Expectations for Home Learning tasks must then be adapted accordingly.
- Teachers should be aware of factors such as extra-curricular activities, home/family support and pupils' interest in assigning tasks.
- All tasks should be explained clearly, keeping in mind the varying ability levels of pupils within a class. Whenever applicable, concise written instructions would ensure parents have a clear understanding of the tasks involved.
- New concepts should never be introduced as Home Learning tasks.

General time allotments

Years 1 and 2	1 hour a week	Reading, spelling, other literacy and number work
Years 3 and 4	1 ½ hours a week	Literacy and numeracy work with occasional assignments in other subjects
Years 5 and 6	30 minutes a day or 2 ½ hours a week	Regular weekly schedule with continued emphasis on literacy and numeracy but also ranging widely over the curriculum

Reading can, of course, be done as Home Learning. When the Home Learning activity is something other than reading, pupils should be encouraged to read on their own or with others – for at least twenty minutes (less for KS1).

N.B. These allotments are based on school nights (i.e. Monday to Friday)

Teachers should be flexible in these assignments. Pupils should not be required to complete the maximum amount of time each school night.

Most Home Learning should be assigned Monday to Friday with limited amounts assigned specifically for the weekend. When Home Learning assignments are consistently not being completed, an appropriate plan of action should be developed between the pupil, parent and teacher. This plan should be appropriate to the pupil's needs and home influences. Teachers can avoid increasing the stress load of pupils in this situation by:

- *praising all efforts of the pupil (the completion of a portion of an assignment should be recognised)*
- *talking with and listening to the pupil. There may be legitimate reasons why the tasks haven't been completed*
- *avoiding overload by not assigning more than one night's tasks to be completed in one night; being flexible.*

Time should be made each day for pupils to record Home Learning tasks and prepare materials for Home Learning assignments. When two or more teachers are involved, consistent routines for recording Home Learning are essential.

Pupils need to be aware of the expectations of all teachers involved.

GUIDELINES FOR PARENTS

General Time allotments

Years 1 and 2	1 hour a week	Reading, spelling, other literacy and number work
Years 3 and 4	1½ hours a week	Literacy and numeracy work with occasional assignments in other subjects
Years 5 and 6	30 minutes a day or 2½ hours a week	Regular weekly schedule with continued emphasis on literacy and numeracy but also ranging widely over the curriculum

(These allotments are in line with Government guidelines)

Reading can, of course, be done as Home Learning. When the Home Learning activity is something other than reading, pupils should be encouraged to read on their own or with others – for at least twenty minutes (less for KS1).

N.B. These allotments are based on school nights (i.e. Monday to Friday).

- Teachers will assign Home Learning tasks to fit in with their class timetable and will be set on agreed days each week. There will be an agreed day the following week for when the task needs to be completed/handed in. This means that the task can be completed at home on a day to fit around extra-curricular activities.
- Home Learning is assigned to pupils based on specific instructional purposes related to classroom activities/themes/objectives. Home Learning tasks will be appropriate to the pupil's level of achievement.

Home Learning tasks vary from school to school and from term to term. Reading, spelling practice and times tables learning are all part of the time allocation. In addition, other Home Learning tasks may be set. These are notified in our termly class newsletters which are published on each of the school's website.

Some typical examples of Home Learning are: reading comprehension, maths worksheets, learning lines for performances/church services, project/topic work or computer research.

Helpful hints for parents

- Check your child's Home/School/Contact book each evening to ensure you see what your child's tasks are and when they are due.
- Try to encourage a regular Home Learning routine. Set a time suitable for both you and your child for the completion of Home Learning tasks. Structure the study time so that she/he knows how much study time you expect. Help older children to develop a regular study schedule.
- Choose a quiet, well-lit place for your child to work. To help foster concentration, avoid working near the television, telephone, computer, tablets etc.
- Don't take over your child's tasks. Oversee assignments, ask questions, offer suggestions but avoid doing the research, writing the solutions, telling him/her what to do. Building independence and responsibility is crucial to a child's academic growth. Let your child know that Home Learning is his/her job. Tell him/her you can help but you won't do the work!
- Praise all your child's efforts!!
- Be positive about the task at hand. Avoid negative comments that may affect your

child's attitude towards school or Home Learning tasks. Talk to your child's teacher if you have a question or concern.

- If your child has a good reason for not completing the Home Learning task, send a short note to the teacher to explain: teachers are understanding!

Helpful hints for primary children

- Make sure you have the things you need before you leave the classroom.
- Make sure you listen to your teacher so you know what you have to do.
- Find a quiet place in your home to do your work tasks. Make sure there is a lot of light so you can see what you are doing. Try to do your tasks away from the television or other distractions.
- Put together a box or container of things you will need to do your Home Learning tasks e.g. pencil, pen, coloured pencils, rubber, sharpener, and ruler.
- Put all the materials back into the box when you are finished. Keep this box in a safe place away from younger brothers or sisters.
- Get any Home Learning signed if it needs to be signed.
- Put your books back into your book bag when you are finished.
- Hand in your books, work etc. to your teacher in the morning.

Policy review

This policy will be reviewed annually by the Joint Local Board.

This policy was agreed by the Joint Local Board, Executive Headteacher and Staff at Christian Malford, Seagry and Somerford's Walter Powell CE Primary Schools on 19th November 2018 and will be reviewed again in November 2019

Signed Chair of the Local Board