



Stanton Road Primary School
Home Learning Policy



Developmental History

Senior Member of Staff Responsible: Mrs K Pennington

Governor Responsible: Chair of Curriculum Committee

School Consultation

Stakeholder Group	Date of Consultation	Method of Consultation
Staff	23.6.16	Staff Meeting
Pupils	7.7.16	Discussion group
Parents	May 2016	Questionnaire
Governors		Curriculum Committee

Agency Liaison

Agency	Date of Consultation	Method of Consultation

Literature Base

Related Documents

Policy Agreement and Review Policy Agreement

Stanton Road Primary School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We, the Governing Body of Stanton Road Primary School, having considered and reviewed the attached policy, agree to accept all the Statements, Principles and Procedures as listed in the document.

Policy Ratified at Full Governors:

Signed _____ (Headteacher) Date: _____

Signed _____ (Chair of Gov) Date: _____

Review Date	Reviewed by	Amendments made

SRPS Home Learning Policy

1.0 Statement

The purpose of homework at Stanton Road Primary School is to provide opportunities for parents and carers to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context for learning and provide enrichment and extension. It aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance. As the pupils progress into upper Key Stage 2, homework can be a very useful way to introduce children to the expectations of secondary education, where homework will be a daily requirement.

2:0 Aims of the Policy

- to ensure consistency of approach throughout the school,
- to ensure progression towards independence and individual responsibility,
- to ensure the needs of the individual pupil are taken into account,
- to ensure parents/carers have a clear understanding of the expectations placed on them, and the pupil, by the school,
- to enhance the quality of the learning experiences offered to pupils,
- to support the learning experience via reinforcement and revision,
- to provide opportunities for parents and pupils to work together to enjoy learning experiences,
- to encourage children to develop long-term strategies for future needs,
- in Year 6, to prepare children for transfer to secondary school,
- to extend learning opportunities for more able pupils by enabling them to take ownership over their learning.

3.0 Roles and Responsibilities

3.1 The School

- To provide parents/carers with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents/carers with information about homework.

3.2 Teachers and Band Leaders

- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To provide academic guidance and feedback about homework.
- To be available to talk to parents/carers and children about homework, if necessary
- To inform parents/carers if there is a problem regarding homework.

3.3 Parents and Carers

- To support the child in completing homework.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.

3.4 Pupils

- To ensure they have the equipment they need to complete homework each week.
- To make sure they understand the tasks that have been set and ask for help if necessary.
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework to use in future learning.

4.0 Homework in Foundation Stage

4.1 Reading

Pupils bring home a reading bag each evening, containing a reading book, a reading diary.. The main emphasis of homework in Foundation Stage is on practising reading at home and parents/carers are asked to use the reading diary to respond to teachers' comments and provide some information on how well their child is reading at home. This dialogue helps to strengthen links between home and school.

4.1i Adults reading to children

Parents/carers are encouraged to use the books provided by the school and books from home and the local library, that are suitable to read to children so they can get used to print and stories. Parents/carers should encourage children to point to words as they are being read. Discussion about the books is also important, including pointing out details in the pictures and finding rhymes and patterns in the text.

4.1ii Children reading to an adult

When they are ready to, children will start bringing Reading Scheme books home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

4.2 Sight Vocabulary

Children learn to read a range of words in school as part of the Read, Write Inc Phonics programme, which also includes common exception words. These are words that the children meet on a regular basis in their reading and will use regularly when they begin writing. These words are sent home on a sheet for children to learn as sight vocabulary initially, and then to learn to spell to support their independent writing. Parents are given guidance on how to support their child in learning these words as sight vocabulary and spellings.

4.3. Handwriting and Letter formation

Once the children have been taught the correct formation of each letter through RWI, a prompt sheet is sent home, along with a "key-ring" giving parents/carers the mnemonic for forming each letter in line with the school's policy. Giving children the opportunity to practise forming letters helps develop their fine motor skills and parents are advised to watch them and correct any mistakes sensitively so they don't develop bad habits.

4.4 Other Homework Opportunities

From time to time, additional homework will be sent home, which relates to class topics and/or specific events. These may include a piece of research or investigation for children to carry out with their parents/carers. Examples might include going on a shape hunt around their house and recording how many of each shape they find. In such cases, parents and carers are either provided with a framework to support the recording process or recording may be open-ended or even require a verbal report once the child returns to school.

5.0 Homework in Key Stage1

5.1 Reading

Regular reading practice remains vital in Years One and Two. Children bring their reading books home each evening and the role of the adult is to listen and support them. In order to enable parents/carers to maximise the level of support they provide, the school uses a "Traffic Light System"

- **RED-** This is a new book, which has only just been introduced. Parents might need to support their child with reading and defining new vocabulary, discuss illustrations and ask questions to establish understanding.
- **ORANGE-** This book has already been introduced and the child has read it at least once. Parents would need to support their child by reminding them to use different strategies to work out words and meaning.
- **GREEN-** This is a book which the child is familiar with, and may have been read more than once. Parents might need to support their child in developing their fluency and reading with expression.

5.2 Spelling Homework

Pupils receive spelling homework on a weekly basis. Spellings are sent home on Friday and the pupils receive an informal spelling test on these spellings the following Friday. As a general rule, pupils in Year 1 receive 6-8 weekly spellings and pupils in Year 2 receive 8-10 spellings. These link to phonic patterns that are currently being taught through the RWI programme, or common exception words linked to curriculum expectations for each year group.

5.3 Homework Books

On Friday each week, the children bring home a yellow homework book, containing the weekly spellings, English and/or Numeracy homework that has been set. Homework should be completed and the book returned to school by Wednesday of the following week, in order to give the teacher time to provide written feedback for the child. Homework tasks rotate between English, maths and topic and are designed to provide an additional context and practice for concepts that have been taught in school. Where appropriate, homework is "open-ended", which enables parents/pupils to record and display their work as they wish.

5.4 Other Homework Opportunities

Additional phonics homework will be sent home to support pupils in Year 1 prior to the Phonics Screening Test. Pupils in Year 2 will receive additional work relating to KS1 assessments, linked to identified needs. Pupils are also set mental maths tasks linked to the School's Animal Maths Award System.

6.0 Homework in Key Stage 2

In Key Stage 2, homework provides an opportunity for children to develop the skill of independent learning. It is important that parents support their children but good habits of independent study should be encouraged. In Key Stage 2, homework is set on a Friday and pupils are expected to return it the following Wednesday. Pupils in Years 3 and 4 use the same yellow homework book as in Key Stage 1. Pupils in Years 5 and 6 have a red homework diary in which they record their own homework tasks. These are signed by the teacher to ensure an accurate record has been made. Parents and carers are asked to sign these homework diaries to acknowledge that they have seen them.

6.1 Reading

Regular reading practice continues to be an essential part of learning and children are encouraged to read a range of texts, both fiction and non-fiction. Children in Key Stage 2 are required to fill in their reading log every day in order to allow teachers to monitor their reading.

6.2 Spelling Homework

The new curriculum spelling list is sent home to parents at the beginning of the year and the pupils are given a spelling test each half-term in which 20 words are randomly chosen from the list. Pupils also receive fortnightly spelling homework based on spelling patterns which have been taught in school and are tested on these every two weeks before new spellings and/or spelling revision is sent home.

6.3 English Homework

In Years 3 and 4, homework tasks tend to relate to spellings, for example by requiring pupils to investigate a spelling rule or provide the correct spelling to complete a sentence. This is provided fortnightly to link with spelling homework. In Years 5 and 6, the homework tends to relate to spelling, punctuation and grammar task. This is provided weekly.

6.4 Maths Homework

Pupils in Key Stage 2 are given weekly maths homework linked to skills and concepts that have been taught in class. Pupils are also required to practise their mental maths skills through tasks linked to the School's Animal Maths Award System and through the regular practice of specific times table facts.

6.5 Other Homework Opportunities

At times, children will be given more varied tasks in other areas of the curriculum. This may include some independent research and in setting the homework, teachers will always advise the children to seek adult

permission before accessing the internet. Parents/carers are requested to supervise their children closely when using the internet for homework purposes. (see our e-safety policy)

The nature of this work may be more open ended than in other areas and children may choose to present their work in a manner of their choosing, for example through powerpoint presentations, posters, maps etc.

From time to time, children may be asked to take part in competitions and be required to complete tasks as homework in order to give them more time to spend on them. In such cases, the parent/carer should decide how much time their child should spend on completing the work.

7.0 Timescales for Homework for each year group

The table below provides a guide on how much time should be spent on homework tasks in each year band. The school accepts that pupils may have different work rates and that some may take longer to complete the tasks than others. If parents/carers have concerns, they should address these with their child's class teacher (see section 11.1) Alternatively, parents can request additional homework if they see feel this would be beneficial.

<u>Foundation 2</u>	Reading -approx 10 minutes per day (depending upon the child's level) Spelling/Sight Vocabulary- approx 5 minutes per day
<u>Year 1 and 2</u>	Reading - approx 10-15 minutes per day Spelling- 5 minutes per day 10 minutes tasks in English, maths or other curriculum area
<u>Year 3 and 4</u>	Reading- approx 15-20 minutes per day. Spelling/Mental Maths inc tables- 5 minutes per day 2 x 15 minute tasks in English, Maths or another curriculum area.
<u>Year 5 and 6</u>	Reading- approx 20 - 30 minutes reading 5 x per week Spelling/mental maths inc tables- 5 minutes per day 2 x 30 minutes tasks in English, maths or another curriculum area.

8.0 Information and Support for Parents and Carers

In order to enable parents and carers to provide the maximum support for their children, teachers in each year band provide a number of opportunities across the year. These include:

- Termly Curriculum Newsletters, which give an overview of the themes and topics to be taught across the curriculum and provides some advice on how parents/carers can help support their child with learning at home. A copy of this Curriculum Newsletter is uploaded onto the school website.
- Termly open evenings in which parents/carers can discuss their child's particular targets and areas for development and seek advice on how they can best support at home.
- Home/school diaries, which provide a dialogue between parents and teachers and act as a forum for parents to discuss homework and other issues.
- Curriculum workshops, which demonstrate how concepts are taught in school and advise parents/carers on strategies and activities they could use at home.
- Opportunities for parents/carers to speak to their child's teacher at the end of the day to discuss homework and other issues.
- Information booklets which provide strategies, games and activities to enable parents/carers to support their child in reading, writing and maths.

9.0 Home Reading Schemes

The school's core reading scheme is Bug Club, although other schemes are used to supplement the scheme where appropriate. Reading books are sent home every day and are changed over the course of the week, as staff identify that the children are ready to move on to the next book. Bug Club books can also be accessed online through laptops and tablet apps, by inputting the school's code, a user name and password. This provides pupils with the additional challenge of answering questions on the text they have just read and allows them to select from a "library" of books linked to their reading level. It also allows pupils to have books read to them in the early stages. Teachers monitor their pupils' progress by accessing the Bug Club site.

10.0 Spelling Schemes

In Foundation 2 and Year 1, the homework spellings relate to phonic patterns taught within the Read, Write Inc programme. From Year 2 to Year 6, the school uses the Babcock spelling scheme within spelling sessions and sends home the suggested spelling activities relating to the spelling patterns taught.

11.0 Additional Support for Homework

Pupils involved in interventions may be required to complete homework activities as part of the programme. Similarly, pupils with an IEP may have tasks which need to be practised at home. These tasks are not intended to be onerous and parents/carers who feel that the workload is too much for their child may should contact the class teacher in order to discuss a compromise, such as a reduction in the homework timetable or an extension to homework deadlines. On occasion, TA staff may provide a homework room for pupils who need additional support in completing their homework. This allows pupils who do not have a home computer to access the internet in a safe environment and allows pupils to revisit concepts with a member of staff.

11.1 Support for Pupils/Parents in completing homework

The expectation is that all children will complete homework and submit it within the required time-frame. Teachers keep track of pupils who are not completing homework, or handing it in late. In the first instance the teacher should speak to the child's parent to ascertain the reason and whether it is likely to be a short or long-term situation. In some cases, an extension may be given, or, particularly in situations where the homework is necessary for the progress of the lesson, the teacher may require the child to complete their homework task during a playtime. Wherever possible, teachers should be sensitive to pupils' home circumstances.

11.2 Pupil Absence/Holiday Homework

If a pupil is absent on the day that the homework is given out, the teacher should ensure that the child receives the homework, either by giving it to a friend or relative to pass on or by giving it to the pupil when he/she returns to school. If a pupil is absent from school for a long period of time, the teacher will liaise with the parents/carers and ensure that homework is sent home on a regular basis, where appropriate. If homework is set before a school break, teachers will not expect this to be completed by the first day back; they should allow a few days once the child has returned to school before the work is due to be handed in. However, parents/carers may request homework for their child to complete over a school break.

11.3 Resources to Support the Completion of Homework Tasks

When planning homework activities, teacher consider the resources that may be accessible in the home environment. On occasion, additional resources such as dice, rulers 100 squares etc may be provided to facilitate the completion of the task. Teachers also recognise that not all households have access to the internet or computers and in such cases will plan open-ended tasks.

12.0 Homework Book Bags

Maroon book bags with the school's logo are available for purchase through the PTA or through other uniform providers. The school does not insist that pupils use these bags, however, we request that parents/carers provide a bag for the safe transport of reading books and other home learning activities.

13.0 Feedback on Homework Tasks

Teachers will provide feedback children's homework in a variety of ways in accordance with school's academic guidance policy. Generally the work will be initialled by the teacher to show they have read it and comments about future progress are added to the work, where appropriate. On other occasions the work may be discussed orally with the child or the class and there will not be written evidence from the teacher in the child's book. Parents/carers of pupils in Years 1-4, will be able to read the teacher's feedback in this child's yellow homework book, as it returns the following week. Parents/carers of pupils in Years 5 and 6, however, may not always receive feedback as the work submitted may be placed in the child's schoolbook.

14.0 Monitoring and Evaluation

The Home learning policy will be reviewed and evaluated annually, with any changes made in consultation with all stakeholders. Governors will review the policy in accordance with the policy review timetable.

The person responsible for his policy is the curriculum coordinator, Mrs K Pennington.