

# **Ebor Gardens Primary Academy and Victoria Primary Academy**



EBOR GARDENS  
Primary Academy



VICTORIA  
Primary Academy

## **POLICY FOR HOME LEARNING**

## ***Introduction***

At Ebor Gardens and Victoria Primary Academies we recognise and value the contribution that learning in the home environment can make to children's education. This document sets out the purpose of and benefits of home learning, and the guidelines we follow when setting home learning activities for our children.

## **Aims**

Our schools believe that home learning should:

- Involve parents and carers in their child's education
- Have a clear learning focus
- Be designed to enable children to succeed
- Be planned by teachers alongside the other elements of children's learning
- Consolidate and reinforce a wide variety of skills and understanding in a supportive environment
- Extend in school learning
- Develop progressively according to the age and attainment level of the children
- Encourage children to talk about what they are learning
- Encourage children to develop the self-confidence and discipline needed to study independently
- Prepare children for the transition to secondary school
- Be manageable for teachers, children and parents

## **Guidance for setting Home Learning**

Home Learning should be set at an appropriate level for each child so that it can be completed independently, or if adult support will be required, clear instructions should be provided to help adults support learning effectively.

Activities should have clear learning intentions and give opportunities for children to succeed and progress. The value of Home Learning should be stressed to parents. Teachers should ensure that the demands of Home Learning are manageable for all children, taking into account the need for differentiation and activities should require no more than between one and two hours of time per week cumulatively.

In Parent Consultations at the start of each year, the Home Learning content and timings for that year group should be discussed, and expectations on standards made clear.

Home Learning is monitored by teachers and written or verbal feedback is given to maintain motivation.

## Progression in Home Learning

The main focus for Home Learning at our Schools is on the **basic skills in English and Maths including mental maths calculations.**

<b>Age</b>	<b>Activity</b>	<b>Minimum Time required</b>
<b>Nursery</b>	<b>Optional</b> Art/craft activity linked to topic	30 minutes
<b>Reception</b>	<b>Compulsory</b> 6 key words and 4 sounds per week Reading a book with an adult	5 mins x5 times/week 5 mins x 5 times/ week <b>Total 50 minutes</b>
<b>Reception Optional</b> Art/craft activity linked to topic Learning log		Open ended
<b>Key Stage 1 (Y1 &amp; Y2)</b>	<b>Compulsory</b> 10 spellings per week Recall of number facts Reading a book with an adult	5 mins x 3 times/week 5 mins x 3 times/week 10 mins x3 times/week <b>Total 1 hour</b>
<b>KS1 Optional (Y1 &amp; Y2)</b> Learning log		Open ended
<b>Lower Key Stage 2 (Y3 &amp; Y4)</b>	<b>Compulsory</b> 10 spellings per week Times tables practise Reading a book with an adult	5 mins x 3 times/week 5 mins x 3 times/week 10 mins x 3 times/week <b>Total 1 hour</b>
<b>Optional (Y3 &amp; Y4)</b> Learning log		Open ended
<b>Year 5</b>	<b>Compulsory</b> 10 spellings per week Arithmetic Reading & Reading Comprehension	5 mins x 4 times/week 20 min task x 1 15 mins x 4 times/week <b>Total 1 hour 40 mins</b>
<b>Optional (Y5)</b> Learning log		Open ended
<b>Year 6</b>	<b>Compulsory</b> 10 spellings per week Reading & Reading Comprehension Splat the Sats (Revision: writing, maths, SPAG)	5 mins x 4 times/week 15 mins x 4 times/week 1 hour (maximum) <b>Total (max) 2 hours 20 mins</b>
<b>Optional (Y6)</b> Additional activities from SATs study guides		Open ended/weekly from January until SATs week.

**Spelling activities** are set according to the level your child is working at in phonics or in Key Stage 2, the spelling phase.

**Times Table or Mental Maths** home learning activities are designed to consolidate mathematical facts taught in class or embed key skills which will be needed to access learning the following week. We advise the 'little

and often' approach to practicing recall of number facts, time tables and spellings, for example, practicing number bonds on a car journey or reciting times tables during a walk. We encourage parents to teach immediate recall, rather than allowing the child the opportunity to work the answer out in their head.

**Reading** should be fun and enjoyable and build children's confidence as a reader. Practice at home ensures that children become fluent (reading each word with pauses) and can discuss what is happening in the story and why. If children struggle with words ask them to sound it out (we call this Fred in Head) but if they need to say it out loud at home then let them.

## **LEARNING LOGS**

In addition to the weekly tasks set, in every year group children are welcome to add learning to their *Learning Logs* should they wish to do so. These are personal scrap book style records which provide children with opportunities to document and share learning which has taken place in the school holidays or weekends. This learning is non prescribed and allows children to share aspects of learning which may or may not be linked to school topics; for example, children may want to stick photographs or ticket stubs in as a way of showing where they have been and what they have learnt whilst on a family day out. The children may want to write or draw a picture linked to what they have learnt on this day; the idea being that they can be as creative and innovative as they like in recording learning from personal experiences. As this is optional there is no deadline but logs will be celebrated at least half termly on the class blogs. When appropriate, there will be opportunities for high quality Learning Logs to be celebrated in celebration assemblies.

## **Differentiation**

Home Learning may be differentiated as appropriate to suit the needs of the child. This may be through content, task, resources, outcome or structure.

## **Inclusion (SEN, G&T, EAL)**

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child and are differentiated to enable all children to contribute in a positive way. This may mean that sometimes a child or group of children may receive Home Learning which is different to the rest of the class; this is so that the Home Learning can remain fit for purpose.

## **The role of Parents/Carers**

We believe that the support of parents and carers is essential for children to make the most of their home learning opportunities. There are many ways in which parents can help their children, for example, by:

- encouraging and supporting them;
- playing games with them, practising timetables, listening to children read;
- providing somewhere quiet for children to study away from the T.V and other distractions;
- providing opportunities for real life experience; talking, shopping, using money, telling the time, cooking, letter writing etc.

**Parents** should be encouraged to support their child by sharing books, giving help with tasks, and where possible, by providing an appropriate space, time and resources.

If a child is completing tasks independently we ask parents to check the home learning. We encourage parents to add comments related to the home learning but it is imperative that Reading Records are signed to evidence children's completion of reading. We ask that parents also indicate when spellings and number tasks have been practised in their child's Reading Record.

**Pupils** in UKS2 may indicate themselves when they have read or carried out home learning.

If there is a problem over Home Learning we encourage parents or carers to get in touch with the class teacher. Similarly if we have problems we shall contact the parents or carers.

### **Roles and responsibilities**

**Teachers** are responsible for setting Home Learning in line with the school guidelines. We provide workshops for parents to enable them to support their children's learning and teachers are available to help with advice.

**Pupils** are expected to complete tasks given in the time allocated and in full.

### **Children who do not do their homework:**

It is the responsibility of all class teachers to see who has completed their home learning and to monitor the outcomes of tests related to the learning. As long as a child's parents have not informed the class teacher of any unforeseen circumstances that have made it impossible for the child to do the home learning set, children should be deemed not to have done it if there is no evidence of completion or if tests scores are consistently low.

If a child does not complete their Home Learning the class teacher or member of support staff will speak to the child's parents. If this continues for three consecutive weeks the Head of School will be informed and a senior member of staff will contact parents to discuss the possible reasons why. We will always strive to support parents who are experiencing difficulty with Home Learning so do let us know.

### **Equal opportunities**

All pupils have the right to equality of access to the curriculum. Teachers need to be sensitive to the home circumstances of children. If necessary, appropriate resources may be provided to enable Home Learning to be completed please make us aware if you need resources.

### **Monitoring:**

The Senior Leadership Team are responsible for monitoring the Home Learning Guidelines. They are also responsible for supporting colleagues in setting home learning, for being informed about current developments in the area, and for providing a strategic lead and direction for the area in the school. This document will be reviewed annually in consultation with children, staff, governors and parent representatives.

Established: Autumn 2 2016

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