



## Hawridge and Cholesbury Church of England School

### Home Learning Policy

**This Policy was updated in Autumn 2014 and adopted by the Governing Body on 10.12.14**

Signed: .....  
(Head Teacher)

Signed: .....  
(Governors)

This policy is due for review in Autumn 2015

Purposeful and meaningful Home Learning is an essential and valuable element of a child's education.

Children are encouraged to recognise that learning is a privilege and is a partnership between home and school. The best learning takes place when this partnership is strong and there is a clear understanding between both parties.

#### **Aims**

We aim to:

- Ensure gradual progression in length and types of task from Key Stage 1 to Key Stage 2
- Ensure the needs of individual pupils are taken into account
- Ensure parents/carers have a clear understanding of expectations for themselves and their children
- Extend and support the learning experience via reinforcement and revision
- Prepare children for future learning
- Enhance the quality of learning experience offered to pupils
- Provide opportunities for parents, pupils and the school to work in partnership to create purposeful links between class lessons and research at home
- Provide opportunities for personalised learning and encourage self-motivation
- Enable children to apply their knowledge to a new challenge

Termly Curriculum Letters explain the homework for each class including when it will be set and when it needs to be completed by. Home Learning folders are used to organise homework and tasks are set on a proforma used across the school; work organised with most recent tasks and feedback at the top.

Children are given a reasonable number of days to complete home learning tasks due to other commitments they may have after school. One week (including the weekend) is usually given for home learning to be completed. Home Learning is usually set on a Friday and collected on a Thursday in KS 1 and 2

Home tasks are set on a proforma similar to the model below. They are organised in a folder with most recent tasks on the top. The proforma includes:

- An outline of the task
- Traffic light stamp for pupil self-assessment
- Parental comment section for feedback as and when required. An expectation that parents need to comment on each piece of homework/task.

## Home Learning Guidance

### Foundation Stage/ Transition in to KS 1

**Reading:** Children in Reception are given the opportunity to change a reading book at least 4 times a week. They are expected to read with an adult at home at least 4 times a week, but they may decide to read the same book more than once.

**Phonics/ Spelling:** Letter sounds which the children are learning at school will be sent home for re-enforcement and as the child progresses they may bring key words home to practise reading and then spelling.

**Learning tasks:** Every other week children will be set a usually practical task to be completed at home. This may relate to any area of their learning and may not require any recording.

**Transition Rec – KS 1:** The autumn term is a period of transition for children in Year 1 who, depending on the ability/ maturity of the cohort, are likely to follow the Foundation Stage homework guidance. By the Spring term, they should be in line with Key Stage 1 expectations.

### Key Stage 1:

From time to time pupils will also bring home topic related tasks. These are designed to develop pupil knowledge of their topic studies and allow them to engage with their family in a range of methods. We hope these are enjoyable for the whole family.

**Reading:** Children are expected to read to and with parents at least five times a week. The school advises each session to be proximately ten minutes and parents should write a short comment in the pupil's Reading Record. Parent workshops are held over the year to assist parents in understanding expectations and in how best to support their child.

**Spelling and Phonics:** Spelling will be covered in the daily phonics session and will be sent home to be leant each week. Spellings are tested weekly in school and the class Curriculum Letters inform parents of when this will be. In Reception this will initially be letter sounds rather than whole words.

**Mathematics and English:** Each week children will also be asked to undertake an age appropriate piece of mathematics or English that should take them approximately half an hour.

### Key Stage 2:

**Reading:** Children in KS2 are expected to read for fifteen to twenty minutes at least five times per week in Year 3 and 4 and three or four times a week in Year 5 and 6. Parent or pupil feedback should be recorded each time this happens in the yellow reading records. Parents are expected to ask children questions about themes, characters or language; advice on how to support reading is available in a parents' leaflet available on the school website. A greater focus on comprehension rather than phonics is necessary at this stage.

**Spellings:** Spellings are sent home weekly and tested in school. Results of tests are share with parents termly.

**Times Tables:** Children are expected to learn the times tables relevant to their level and are tested each week to monitor their progress. By the end of Year 4 all children should be confident in all the tables up to the 12 times table.

**Mathematics and English:** Each week children will also be asked to undertake an age appropriate piece of mathematics and or English that should take them approximately 45 mins in Year 3/4 and 60 mins in total in Year 5/6.

## Time Allocation

Year Groups will set the following amount of work in each year group.

|               |   |
|---------------|---|
| Reception     | Reading at least 4 x a week<br>Phonics/ spelling<br>Fortnightly learning tasks      |
| Years 1 and 2 | 30 minutes plus reading (5x a week) and spelling practice                           |
| Years 3 and 4 | 45 mins per week plus reading (5 x a week), spelling and times tables practice      |
| Years 5 and 6 | 1 hours per week plus reading, (3 or 4 x a week) spelling and times tables practice |

## Presentation

- A high quality of presentation is expected; children can use their own A4 paper or paper provided by the school.
- Neat crossings out – single line.
- Follow school handwriting style.
- Pencils used until pen licences are awarded. No felt tips. Only blue or black ink for writing unless specified. No biro

## Communication

- Reading Records
- Task Sheet

## Monitoring

Teachers should monitor home learning and respond quickly when tasks are not completed on time. The following steps should be taken:

1. Reminder to the child
2. The child may be asked to complete the task during their playtime.
3. Notes to parents in reading records.
4. A letter or phone call to parents to discuss the issue or to request a meeting with the class teacher or Headteacher.

## Equal Opportunities

A Home Learning Club will be offered one lunch time per week for children who are unable to complete tasks at home due to individual circumstances. Staff will work with parents to resolve any issues which may prevent children from completing home learning tasks, so that all children have equal opportunity to do so. Tasks will be adapted to suit individual needs where required.

Appendix 1. Example of Homework Proforma

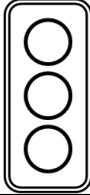
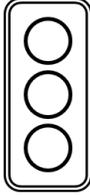
Appendix 2. School Handwriting Script

Appendix 1. Example of Homework Proforma

**HOME LEARNING**

DATE GIVEN:

LATEST DATE RETURNED:

|                            |   |
|----------------------------|---|
| <b>TASK</b>                |   |
| <b>Learning Objective</b>  |   |
| <b>Success Criteria</b>    |   |
| <b>Child's comments:</b>   | <b>Self Assessment</b><br>(Traffic light system)<br> |
| <b>Parent's comments:</b>  |   |
| <b>Teacher's comments:</b> |    |

Alphabet chart

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz