



# Home-Learning Policy

Phoenix Community Primary School

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## Rationale

At Phoenix we aim to develop an effective partnership between home and school and encourage pupils to link and extend their learning between the two.

Following parental consultation it is apparent that, whilst there is broad support for the principle of home-learning, there is wide variation in opinion of its scope and time allocation. Most parents/carers see the value in both online activities and workbook-based activities.

## Aims

- To enable pupils to make maximum progress in their academic and social development.
- To help pupils develop the skills of an independent learner, self-discipline and personal organisation.
- To promote a partnership between home and school in supporting each child's learning.
- To consolidate and reinforce learning done in school and allow children to practise skills taught in lessons.
- To enable all aspects of the curriculum to be covered in appropriate depth.
- To help children develop good work habits for the future; in particular preparing them for secondary school.

## The Role of the Teacher:

- To explain the homework system and expectations during the class Orientation meeting at the beginning of the academic year.
- To make the task clear to children and, as far as possible, match to their abilities.
- To ensure time scales for completion are made clear.
- To be available to talk to children and parents about homework.
- To mark and give feedback about homework.
- To recognise and celebrate regular completion of homework of a high standard.
- To inform parents if there is a problem regarding homework.
- To inform parents / carers of topics for the term through class newsletters

## How Much Homework is Expected?

The foundations of effective homework are established from Year R and developed progressively across the year groups. In Reception and Key Stage 1, it is important that parents / carers work alongside the child giving them support and encouragement. Therefore the amount of time spent on homework will depend on the amount of time your child needs to complete the work. As children get older, homework in Key Stage 2 provides an opportunity for children to develop the skill of independent learning. It is important that parents / carers support their child, but good habits of independent study should be encouraged.

Foundation Stage	Guidance: 15 mins daily	Reading (daily) Letters and Sounds Family Learning Tasks
Year 1 and 2	Guidance: 20 mins daily	Reading (daily) Spellings Maths Basic Skills Family Learning Tasks
Year 3 and 4	Guidance:	Reading Spellings

	20 – 30 mins daily	English Basic Skills Maths Basic Skills Family Learning Tasks
Year 5 and 6	Guidance: 30 mins daily	Reading Spellings English Basic Skills Maths Basic Skills Family Learning Tasks

## The Role of the Parent/Carer

- To take an interest in your child's work and offer positive encouragement
- To support your child in completing homework
- To help your child build up general knowledge through talking
- To ensure your child completes homework to a high standard and hands it in on time
- To sign completed homework and add any appropriate comments
- To provide the appropriate conditions and resources for your child to complete the homework
- To inform the class teacher through a note if there is a genuine reason your child has been unable to complete their homework

## How Can Parents/Carers Offer Further Support?

There are many ways you can help. You could test what had to be learned; listen to your child read what they have written; check presentation for neatness and accuracy or direct your child to a suitable reference resource. If your child is genuinely stuck, then try to provide some guidance, sufficient to overcome the problem, rather than to give the direct answer.

## What is the Role of the Child?

- To ensure they have everything they need to complete homework each week
- To make sure they understand the tasks they have been set
- 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

## Homework in Reception

Learning together is the emphasis for children in Reception. It is an ideal time to lay the foundations for continuing work at home and will be enhanced by exploring a range of activities together. The following are excellent activities:

- Board games to encourage sharing, taking turns and the development of general language and social skills.
- Art and craft activities.
- Helping with everyday activities e.g. visits to the shops, baking (simple weighing), looking at environmental print such as signs.
- Imaginative play including dressing up.
- Oral games e.g. I spy.

In addition, the following homework will support development and progress in Reception:

## Reading

We use the Oxford Reading Tree scheme in order to provide high quality reading books with clearly structured progression. Children love being read to at home and they will also bring home their reading book to share with you. Discussing the story and the characters and asking questions about the book will help with your child's understanding of language. Support to apply developing phonic skills and learning to read high frequency words will greatly support your child's progress in reading.

## Letters and Sounds

Children are taught phonics through Read, Write Inc on a daily basis in school.

Sounds Write units are sent home at each child's current level and regular practice to learn and read the phonemes and words at home will provide valuable support in developing your child's reading skills. High frequency words are also included.

## Letter formation

Giving children the opportunity to practise forming letters and also developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively, so they don't fall into bad habits. Alphabet mats showing the letter formation of the school's cursive script will be given during home visits.

## Family Learning Tasks

Family Learning tasks will cover a range of curriculum areas and give you the opportunity to enjoy sharing and supporting your child's learning.

## Homework in Key Stage 1

For children in Key Stage 1, we encourage parents to work together with their child to support them with their homework through Family Learning Tasks. The emphasis is on English, mathematics and other curriculum areas linked to topics. In addition, the following homework will support development and progress in Key Stage 1:

## Reading

Reading on a regular basis is vital when children are in year 1 and 2. Children may bring their library book home every evening, and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words i.e., using their phonics knowledge to sound words out, blend and read an unknown word. Just as important is discussing the book to check that your child has understood what they have read.

## Spellings

Alongside phonic knowledge, the school uses a system of 'clued-spelling' which can be found on our school website. You can support your child by helping them to read, write and spell these words at home. You are asked to help your child learn these, by practising them regularly and often.

## English Basic Skills

Children will be given homework to practise the basic elements of English – grammar and punctuation. These skills can be practised using Education City.

### Maths Basic Skills

Children will be given homework to develop important mathematics skills such as their number bonds and basic addition, subtraction and tables. Parents can support their child by giving them lots of opportunities to practise these skills through use of Education City.

### Family Learning Tasks

Family Learning tasks will cover a range of curriculum areas and give you the opportunity to enjoy sharing and supporting your child's learning.

## Homework in Key Stage 2

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents / carers support their child, but good habits of independent study should be encouraged. The main focus for homework in Key Stage 2 continues to be English and Mathematics, as well as varied tasks in other areas of the curriculum.

### Reading

Children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the text, which sometimes will go beyond the literal meaning. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction.

### Spellings

Alongside phonic knowledge, the school uses a system of 'clued-spelling' which can be found on our school website. You can support your child by helping them to read, write and spell these words at home. You are asked to help your child learn these, by practising them regularly and often.

### English Basic Skills

Children will be given homework to practise the basic elements of English – grammar and punctuation. These skills can be practised using Education City.

### Maths Basic Skills

Children will be given homework to develop important mathematics skills around number and calculation. By the end of year 4 all children should know their tables to 10. There are also opportunities for mental maths tests. Parents can support their child by giving them lots of opportunities to practise these skills through use of Education City.

### Family Learning Tasks

Family Learning tasks will cover a range of curriculum areas and give you the opportunity to enjoy sharing and supporting your child's learning.

## What Happens if my Child is Absent from School?

If children are off school because they are sick, then we would not send work home because we would make the assumption that they are not well enough to work. It may happen that a child is off for a length of time, though is well enough to do some work at home, e.g. a broken leg. In these circumstances it is up to the teacher and parent to agree what should be done, how it will be worked and what sort of help needs to be given.