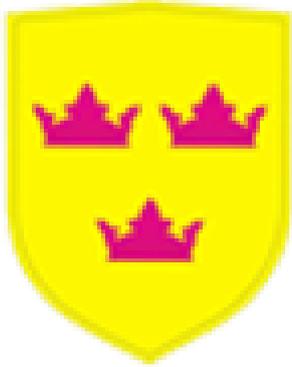


**Home Learning**  
**Policy**



**St Osyth C of E  
Primary School**

*St Osyth Church of England Primary School*

*Norman Close  
St Osyth  
Clacton-on-Sea  
Essex  
CO16 8PN*

## **Home Learning Policy**

### **1. Introduction**

1.1 We believe that:

'Learning at home is an essential part of the good education to which all our children are entitled. It is not just about reinforcing learning in the classroom, although that is important. A good, well organised homework programme helps children and young people to develop the skills and attitudes they will need for successful, independent lifelong learning. Homework supports the development of independent learning skills, so enquiry and investigation are seen as part of the learning process. Given the increasing importance to everyone of flexibility and the ability to learn independently, developing these skills and attitudes must be a central aim for all schools.' (DfES, 1998 Homework: Guidelines for Primary and Secondary Schools)

1.2 We use the phrase 'home learning' instead of home work. This is because it better encompasses our approach to children learning at home and helps everyone to be clear about what it includes.

1.3 As the needs of children change as they grow and develop, so the home learning we provide will change to best meet their needs.

1.4 This policy was drafted in consultation with parents, pupils, staff and governors. It makes clear our approach towards home learning. It should be read in conjunction with our vision statement and other policies including learning and teaching, assessment, inclusion and each subject area.

### **2. Our Principles for Home Learning**

#### **2.1 Access and Entitlement**

The Home learning activities given to children are appropriate to their knowledge, skills and needs. They also take into account any special educational needs a child may have. For example, a child with poor eye-sight may have home learning sheets photocopied onto A3 so that the instructions and prompts are large.

#### **2.2 Differentiation and Potential**

We plan our home learning activities to meet the needs of each child. Thus our expectations and support in regard to home learning for children in the same class are different.

#### **2.3 Curricular Balance**

The main foci of home learning will be the core areas of English and Mathematics. Other curriculum areas and life long learning knowledge and skills will be provided for based on our assessment for learning.

For English this includes reading, writing and speaking and listening. For Mathematics this includes number knowledge and skills, shape, space and measure and problem solving.

#### **2.4 Preparation for the Future**

We create positive learning opportunities for children to have at home, sometimes on their own and sometimes with their parents and carers. The range of home learning activities we give to children help them learn knowledge and skills that will help them in the future. If approached with a positive attitude by children and supported well by parents and carers, the

home learning children do will support them having a positive attitude to learning and working outside of school.

### **3. Our Practice for Home Learning**

#### 3.1

Home learning activities will be set for every child every week by their class teacher. Every child will have a number of days to complete the activities and this will include a weekend. We have two exceptions to this:

1. Children in the upper school may be set home learning to do which does not include time over a weekend. This is to help prepare them for secondary schooling;
2. Children will, in addition to weekly home learning, be given a project to complete over a number of weeks.

#### 3.2

Every parent and carer is told, at the start of each term, of the regular days of the week in which home learning tasks will be set and returned. This is done through our termly class newsletters which can be found in our home school learning books.

#### 3.3

Every child has a home learning book. In this they neatly stick any home learning activity sheets. In the child's home learning book there is a copy of the marking code.

#### 3.4

Every child will read at home as part of their home learning with their parents or carers. We expect every child to read at home at least five times each week. This is in addition to the other home learning tasks which we set and is very important. Parents and carers will write in our home learning book that we provide. We ensure children change their reading books as needed. We move children through the reading books bands/colours when our assessment shows they are ready for the next level of difficulty of decoding and comprehension. Please see our English Policy.

#### 3.5

When we set home learning activities we recognise and cater for the differing needs of children in the same class. This includes taking into account the special educational needs children may have and their associated One Page Profiles. We will differentiate home learning through;

- the nature of the task
- the amount of time allowed
- the resources used
- the amount of support given
- the nature of support given

Please see our Learning and Teaching Policy.

#### 3.6

We recognise the effort and achievement of children in regard to their home learning through such positive rewards as verbal praise, written praise, stickers, team tokens, headteacher stickers and being placed on display as examples of exceptional homework. Consequences may also be received by children for not completing home learning. This may include missing break and dinner play times. Older children may, for example, choose not to complete home

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learning and therefore choose to miss all their play and dinner play time until such time as they do choose to complete their home learning.

If there are exceptional reasons for a child not completing their home learning then a parent is welcome to write to their child's teacher so that the teacher may consider giving a 'day's grace' rather than one of the consequences list above.

### **3.7**

The total time a child needs to complete home learning every week is dependent on their age, attainment and aptitude. The time will not usually be in excess of the maximum suggested in DfE guidance, see Appendix B. For example, in addition to the time needed for reading at home with their parents, a child in year 2 would not usually be expected to do home learning for more than about one hour a week. Home learning is set for children to complete during school holidays if teacher assessment shows this is needed and it will be beneficial.

## **4. Our Different Roles to Support Home Learning**

### **4.1 The role of staff**

Class staff are responsible for ensuring that:

1. Home learning is set each week in accordance with this policy.
2. Home learning, if written, is marked.
3. At the start of every school year every child is given a new home school learning book and pack (wallet, pencil etc).
4. Children receive rewards and sanctions as set out in this policy. This includes the rewards and sanctions for reading, as decided by the school council.
5. Parents and carers are informed of when home learning is set and returned through their termly class newsletter.

The Senior Leadership Team are responsible for:

1. The whole school implementation of this policy.
2. The monitoring and evaluation of home learning.

### **4.2 The role of governors**

The governors will:

1. Monitor the implementation of this policy;
2. Review and approve this policy in line with our policy review schedule or as necessary.

### **4.3 The role of children**

Children are responsible for:

1. Completing their home learning neatly, to the best of their ability and on time.
2. Asking for help (parents and school staff) if they are not sure what to do.
3. Asking for home learning if they are away on the day that they usually receive it.
4. Having their home learning books in school every day.
5. Reading five times each week.
6. Looking after their home learning books and home learning kits.
7. Enjoying the rewards given for completing home learning well.
8. Accepting consequences for not doing the above things.

**4.4 The role of parents and carers**

Our parents and carers will support their children and this policy by:

1. Sharing reading with their children. For all children this should be at least five times each week;
2. Spending time with their children talking about and supporting them with their home learning activities. This includes talking about what they have read with their children;
3. Ensuring the children have somewhere quiet to do home learning. For example, that the television and radio are turned off;
4. Ensuring their children have any equipment needed. For written work this is usually a table and chair and pen or pencil;
5. Asking teachers to talk about home learning at parent consultations if this is a priority for them;
6. Supporting their child in completing home learning tasks on time and taking it to and from school with care.
7. Purchasing any school home learning resources that children lose. These include the home school learning books, wallets and pencils.

**APPENDIX A**

**Home Learning Includes:**

This is not an exhaustive list but provides a summary of some of the things children will do as part of their home learning:

- Listening
- Concentrating
- Writing and making notes
- Remembering, for example, spellings and multiplication tables.
- Interpreting
- Games and activities
- Managing own time
- Managing resources
- Using the library and other sources of information including the internet
- Working independently
- Reading
- Making decisions
- Working collaboratively
- Communicating
- Discussing
- Recognising and analysing problems
- Thinking of possible solutions
- Researching
- Taking pride in learning
- Testing and experimenting
- Noting results
- Remembering the task
- Understanding instructions
- Carrying out instructions
- Strategies for independent learning
- Asking questions
- Organising equipment
- Deducing
- Analysing data
- Reflecting
- Evaluating

## **APPENDIX B**

We believe this information maybe useful for parents, carers, governors and staff. It is taken from the government's national archive website –

[http://webarchive.nationalarchives.gov.uk/20121015000000/http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/SchoolLife/DG\\_179508](http://webarchive.nationalarchives.gov.uk/20121015000000/http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/SchoolLife/DG_179508)

### **Parents**



## **Homework: what parents need to know**



Schools are encouraged to plan homework carefully alongside work that children do at school, and to ensure that all activities are appropriate for individual children. Here are some guidelines to give you an idea of how much time your child should be spending on homework, and how you can help them.

### **Homework guidelines for primary and secondary schools**

The emphasis is on how homework helps your child to learn, rather than on whether it takes a certain amount of time.

For example, some children will work quicker than others and get more done in less time. The rough guidelines for primary school children are:

- Years 1 and 2: one hour per week
- Years 3 and 4: 1.5 hours per week
- Years 5 and 6: 30 minutes per day

The guidelines for secondary school children are:

- Years 7 and 8: 45 to 90 minutes per day
- Year 9: one to two hours per day
- Years 10 and 11: 1.5 to 2.5 hours per day

Your child shouldn't be expected to spend much longer on homework than the guide times. It doesn't matter if activities don't take as long as the guide times as long as they are useful. Schools should organise homework carefully so that children aren't asked to do too much on any one day.

### **Homework activities**

All homework activities should be related to work that children are doing at school. However, homework should not always be written work. For younger children it will largely be:

- reading with parents or carers

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- informal games to practice mathematical skills

For older children homework activities may include:

- reading
- preparing a presentation to the class
- finding out information
- making something
- trying out a simple scientific experiment
- cooking

It doesn't matter if activities don't take as long as the guide times as long as they are useful.

- [Developing reading, writing and spelling for five to 11 year olds](#)
- [Developing maths skills for five to 11 year olds](#)
- [Helping your 11 to 14 year old to learn](#)
- [Helping your 14 to 19 year old to learn](#)

### Helping your child with homework

Schools are happy for you to support and help your child with their homework. However, they will also want to see what your child can do on their own. As they get older, it is particularly important for your child to become more independent in their learning.

Your child is likely to get more out of an activity if you get involved, as long as you don't take over too much. If you're unsure about what your role should be, you should discuss it with your child's school.

### Doing homework outside of the home

Your child will have the opportunity to do homework either at school or in supervised out of school hours clubs. This could be through study support or extended schools services.

- [Extended schools](#)
- [Study support](#)
- [Study support: breakfast and homework clubs](#)

### Feedback on your child's homework

Schools are expected to make sure children are given feedback on their homework. It should be given in a way that lets your child know:

- how well they have done
- how they could do better

This may not always happen through written comments from the teacher. Sometimes work will be discussed in lessons or teachers may give written comments on just one or two aspects of a piece of work. If you're concerned about the feedback given to your child you should discuss this with the school.