



Home Learning Policy

September 2014

Review Date: September 2017

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Chair of Governors

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Date

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Head Teacher

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Date

1 Introduction

Home learning is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

Home learning is a very important part of a child's education, and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper 'Excellence in Schools', in which homework was described as 'an essential part of good education'. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, the school sees homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

We acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

2 Aims and objectives

The aims and objectives of homework are:

-  to enable pupils to make maximum progress in their academic and social development
-  to help pupils develop the skills of an independent learner
-  to promote cooperation between home and school in supporting each child's learning
-  to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons
-  to help children develop good work habits for the future

3 Types of home learning

At Featherstone Wood, we regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning to reflect a variety of activities.

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In the Foundation Stage and at Key Stage 1, we give children books to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child.

We also ask Key Stage 1 children to learn spellings or mathematical tables as part of their homework. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet and CD-ROMs.

At Key Stage 2, we continue to give children the sort of homework activities identified above, but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of ensuring that prior learning has been understood. **Home learning should challenge children though and time in school is provided to support the children as necessary with this.**

Homework is marked according to the general school marking policy. Should there be issues arising from the homework set, the teacher will follow this up in lesson time. We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

4 Inclusion

In setting homework for all children as part of normal school life, we aim to ensure that all tasks set are appropriate to the ability of the child, so that all children can contribute in a positive way. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment this brings.

5 The Role of Parents & Carers

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

6 The use of ICT

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be

accessed. However, the teachers at Featherstone Wood expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents or carers are advised always to supervise their child's access to the internet.

7 Monitoring and Review of this Policy

It is the responsibility of our Governing Body to agree and then monitor the school homework policy. This is done by the Standards Committee of the Governing Body. Parents and carers complete a questionnaire twice each year, as well as during the school's OfSTED inspection, to which our Governing Body pays careful consideration to any concern that is raised by any parent.

Foundation Stage:

- Nursery to choose a book to share at home
- Reception – to have a book from the reading scheme closely matched to their ability (phonics) and a library book to share for enjoyment.
- Phonics and tricky words – sent home weekly on a Monday
- Topic project

Key Stage 1:

- Reading book from the scheme closely matched to their ability, library book for enjoyment
- Spellings linked to learning in school (spelling patterns, key word lists for year group, phonics link) 10 to be sent home weekly to learn on a Monday and tested Friday.
- Number facts to be learnt weekly – send home a timetable, division facts etc periodically
- *Children should be reading, spelling and doing number facts each evening*
- Topic project to last a half term or term depending on the topic
- Piece of literacy and numeracy to send home on a Friday and returned Wednesday – this gives the opportunity for children to ask for support on a Monday and for staff to mark homework Wednesday and Thursday. Literacy and numeracy homework should last about 30mins in total.

Key Stage 2:

- Reading book from the scheme closely matched to their ability, library book for enjoyment
- Spellings linked to learning in school (spelling patterns, key word lists for year group, phonics link) 10 to be sent home weekly to learn on a Monday and tested Friday.

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Our Class Project



Project Title:	
Class:	Class Teacher:
Date Set:	Date due back:
Project outline:	
Success Criteria: <ul style="list-style-type: none">•••••	
Extension Challenge Activity:	
Parental Comments:	
Child's Comments:	
Feedback:	