



Home Learning Policy

1. Requirements

1.1 Change Record

Issue	Date	Author	Description
0.1	September 2015	P Atkin	Draft for staff discussion
1.0	September 2015	P Atkin	Ratified
1.1	January 2019	P Atkin	Update following new processes
1.2	January 2019	P Atkin	Amendments following discussion with staff
1.3	December 2019	P Atkin	Minor update following change to practice
2.0	January 2020	P Atkin	Ratified

Note: All issues except those of the form 'X.0' are draft.

1.2 Equality Statement

In developing and reviewing this policy we have carefully considered its impact on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1.3 Approval and Review

This policy was approved by Standards Committee on 15 January 2020. It is due for review in the Spring Term 2022.

2. Rationale

At Fowlmere Primary School we recognise the significant contribution that home learning provides for children through shared experiences and skills of parents. We believe that through learning at home, children are able to progress in their learning journey more successfully.

3. Definition

Home Learning takes many forms, not just the Home Learning set by school. Some examples of activities which constitute home learning include, but are not limited to:

- learning to play a musical instrument, or singing in a choir
- attending a sports club
- being taught how to cook something or make a snack
- going on a trip with their parents to visit a museum or art gallery
- learning another language
- going to see a concert or a play at the theatre
- going to classes about their religion
- going with their parents on a long walk in the park – maybe collecting conkers or making bark rubbings
- attending activity classes, eg ballet, judo or drama
- belonging to an organisation such as the Brownies or Cubs and attending regularly
- learning how to knit or sew or do woodwork or fix your bike
- using the internet or library together with their parent to find out about something they are learning at school; and, of course,

- completing home learning tasks set by school

4. Aims

At Fowlmere Primary School we believe that the aims of home learning are as follows:

- Enabling children to practise skills which have been taught in class and which consolidate learning
- Encouraging children to develop independent learning skills
- Promoting the partnership between home and school
- Enabling children to plan their time effectively and develop a sense of responsibility for their own learning
- Providing opportunities, where possible, for pupils to use resources out of school such as computers and books
- Encouraging commitment to an activity or club
- Developing good study habits
- Developing perseverance
- Preparing children for later learning, eg at secondary school

5. School-Set Home Learning

School set home learning is made up of a number of constituent parts.

5.1 Phonics & Reading

All children are expected to read regularly, preferably every day, but at least five times per week. At EYFS and Year 1 this may also include phonics practice. At Early Years and Key Stage 1, reading may be from their individual reader or from their guided reading book. Parents should log their child's reading at home in the reading record book provided. At Key Stage 2, children will have a set amount of reading to complete from their guided reading book before their next session of guided reading. Parents are advised to spend 10 minutes daily with their child on reading and phonics. In Key Stage 2, children will also need to read both independently and with an adult at home to complete their set guided reading. Parents should check and sign to say their reading has been completed.

Class teachers are responsible for ensuring that children have sufficient reading material from school to facilitate this home learning.

5.2 Spelling

Starting in the January of Reception year, children have a green spelling book with tricky or key words to learn. Words are identified for learning by the class teacher and the child should work on practising spelling these words at home. Guidance as to how to do this is placed inside the green spelling book cover by class teachers. Once words are learnt the next set of five words can be attempted independently. Children are expected to practise their words for 10 minutes, five times per week.

Learnt words are checked periodically by the class teacher and marked off on the master list so that new words can be set.

A follow-up activity based on the spelling learning in class is also included for children to complete.

5.3 Maths Skills Practice

Children are expected to spend 10 minutes daily practising number skills, either orally with an adult or sibling at home, or with an appropriate website or app. The following focus areas are suggested inside the yellow Home Learning book:

Year 1	practise addition and subtraction within 20 (number bonds) regularly
Year 2	practise addition and subtraction within 20 (number bonds) and their 2, 5 and 10 times tables regularly
Year 3	practise addition and subtraction within 20 (number bonds); count in steps of different sizes , from any starting number, especially over place value boundaries such as 1,000 or 10,000; practise their 2, 3, 4, 5, 8 and 10 times tables regularly
Year 4	practise addition and subtraction within 20 (number bonds); count in steps of different sizes , from any starting number, especially over place value boundaries such as 1,000 or 10,000; practise all their times tables to 12 x 12 ; regularly
Year 5/6	count in steps of different sizes , from any starting number, especially over place value boundaries such as 1,000,000; practise all their times tables to 12 x 12 ; regularly

The school provides access to studyzone.tv to children in Years 2 – 6 for tables practice.

5.4 Set Tasks (Yellow Book)

Each fortnight, class teachers should prepare at least 2 different tasks for children to complete over a period of 10 days. These should be drawn from a range of subject areas so that children have the opportunity to undertake tasks in subject areas they love. Tasks are set on a Friday and due in on the Monday 10 days later. Staff should liaise with each other to ensure that the whole school's homework goes out on the same day.

Children should choose a task to complete over the fortnight. Tasks set should take around 20 minutes (KS1) to 45 minutes (Year 5/6) to complete.

As far as possible tasks should be open-ended in the model of “show what you can do” but not onerous for families to complete. Some examples of what this might look like are given in the front of the yellow home learning books. We do not set worksheets for home learning as there is no evidence that this supports children's outcomes in school. Equally, extended projects should not be the norm as these can often show the skills of the parent more than those of the child.

Subject areas covered should be recorded by the child on the tick sheet provided. Teachers and parents should check that the child is completing a range of tasks over time.

Home learning tasks should be marked by the class teacher to acknowledge the time and effort which has gone into completing the tasks. Detailed marking is not expected.

5.5 Year 6 Revision

Year 6 children may be provided with Revision books alongside their Yellow Home Learning Book. The Year 6 teacher will identify areas of learning for the children to focus on each fortnight – eg following some specific teaching input.

Children are expected to use the answer sheets provided to self-check as much work as is possible. The teacher should check this marking to help identify any further areas of weakness for the child.

6. Supporting Home Learning Completion

6.1 Homework Club

Periodically, the school runs a Homework Club which invited children may attend to support them in completing their home learning. Ideally, children attend alongside a parent so that the family learn together. Any pupil in the school may be recommended for homework club by their class teacher where the support of homework club would lead to better outcomes, better quality home learning or simply home learning tasks being completed.

The long term aim of Homework Club is to improve understanding of Home Learning so that the tasks can be done at home.

6.2 Special Educational Needs or Special Circumstances

Generally speaking the pattern of home learning is the same for all pupils at the school. Where a child has significant Special Educational Needs the SENCo may modify the expectations of Home Learning to be more appropriate to the needs of the child. This may include:

- the class teacher setting different or modified tasks
- reducing the number of tasks required
- encouraging rehearsal of skills from earlier in the programme of study
- accepting varied methods of recording home learning

When setting home learning, teachers are reminded of the requirements of the Public Sector Equality Duty to not discriminate against any protected groups.

On some occasions there may be special circumstances where a child cannot complete any school-set home learning. This should be agreed between the family and the class teacher.

Occasionally, a non-resident parent asks the school not to set home learning when a child spends time with them (typically one weekend per fortnight). The school's policy is that, as both parents hold parental responsibility for the child, both parents should be involved in supporting their children to complete their home learning.

6.3 Uncompleted Home Learning or Home Learning Completed to a Poor Standard

Where home learning is not completed, or not completed to a sufficiently acceptable standard, teachers should use the same procedures as for any work in school. Teacher may also suggest Homework Club as a positive step towards getting home learning back on track.

7. Opportunities for Learning Outside School

In addition to school-set home learning, the school seeks to support families to access a range of other home learning such as those given in Section 3. For example, the school might:

- circulate flyers for clubs and activities
- circulate information relating to local concerts, museum open days, workshops or activity days
- recommend museums or art galleries, relating to particular topics
- recommend websites or other resources which support learning in particular topics

In some circumstances, where a child is in receipt of Pupil Premium funding, it may be possible to use a proportion of this funding to support an out of school activity or club. This would be at the discretion of the headteacher.

Parents should be aware that where an activity or club is run by a third party (and not the school) that it is the parents responsibility to satisfy themselves of the quality, qualification and safeguarding procedures of the club or activity in question. The school does not vet third-party providers who operate outside the school day.