



Home Learning Policy

Date approved: April 2017

Date of Next Review: April 2020



Article 28

Every child has the right to an education.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Aims and Objectives:

Homework or 'Home Learning' covers a myriad of tasks, activities and tests, but can be defined as **“any work set by the school which is undertaken out of school hours for which the learner takes the primary responsibility”** (Hallam, 2004). At Wildmoor Heath homework tends to be one of four types: projects, preparatory reading or research, follow up work (i.e. applying skills learnt in class) and routine tasks such as reading, practicing times tables and learning spellings. There are also many purposes for setting home learning tasks:

- Promoting academic learning (acquiring, practicing and applying skills);
- Easing time constraints on the non-core curriculum (e.g. opportunities to study a history topic in greater depth);
- Fostering home-school links and family communication (through presentations, sharing assemblies, museum afternoons);
- In addition, “working at home can create self-directed learning skills; things like time management, emotional regulation, finding a place to work, focusing attention [and] develop enquiry learning skills” (Richard Walker, 2012).
- To prepare Year 6 pupils for the transfer to secondary school;

Setting Homework:

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when setting homework there are a number of points to consider:

- The nature and type of homework changes throughout a pupils school career;
- Amount and frequency of homework will increase as a pupil gets older;
- Homework should not cause undue stress on the pupil, family or the teacher;
- It will not necessarily come in the form of a written task;

- Ensure that parents are clear about what their child is expected to do;

Home Learning in Early Years / Foundation Stage:

With the support of their parents, children are asked to:

- Read regularly and to work on their reading targets;
- Practice the sounds and letter formations learnt in phonics;
- To – from time to time - make something to share and talk about in class linked to their current topic. Parents are usually invited to take part in a presentation of the work.

Home Learning in Key Stage 1

The following tasks are usually on-going and/or weekly:

- Read daily (working on their reading targets) and / or using Bug Club;
- Practice the sounds and letter formations learnt in phonics;
- Learn spellings (see National Curriculum Appendix 1);
- Learn and / or practice x2, x5 and x10 multiplication tables (Y2) and number bonds to 20 (Y1);
- Weekly Mathematics Activity linked to area of numeracy being taught; In most cases, the task will involve ‘using and applying’ the skills learnt, investigation and / or problem solving;

International Primary Curriculum (IPC) Project:

- Linked to current theme, so extends and deepens work done in class; Also provides an opportunity to apply literacy and numeracy skills across the curriculum and to further develop skills in other subjects;
- Children are given 20 challenges each half term which involve varying degrees of effort and time (See Appendix 1). The children can complete the challenges in any order and submit their work at any time before the deadline. This provides parents the flexibility for home learning to be done weekly or over a longer period to suit their specific needs;
- Home learning is marked and feedback given a variety of ways. Typically, it is included in the IPC celebration of learning at the end of the unit (i.e. the IPC Exit Point).
- Children are awarded an ‘Exit Point’ certificate to celebrate the end of an IPC unit, including the home learning they have done. Children may also be awarded house points for home learning which demonstrates our school values (e.g. courage, never give up).

Home Learning in Key Stage 2

The following tasks are usually on-going and/or weekly:

- Read daily (working on their reading targets) and / or using Bug Club;
- Learn spellings (see National Curriculum Appendix 1);
- Learn and / or practice x3, x4 and x8 (Y3) and up to 12x12 (Y4) multiplication tables;
- Weekly Mathematics Activity linked to area of numeracy being taught; In most cases, the task will involve ‘using and applying’ the skills learnt, investigation and / or problem solving;

International Primary Curriculum (IPC) Project:

- Linked to current theme, so extends and deepens work done in class; Also provides an opportunity to apply literacy and numeracy skills across the curriculum and to further develop skills in other subjects;
- Children are given a research project each half term linked to their IPC topic (see Appendix 2). They are given a choice about what they specifically research within the theme and how they present their work. They are usually given 4-5 weeks to complete the project, but are given advice about how to break the tasks into weekly steps. This provides parents the flexibility for home learning to be done weekly or over a longer period to suit their specific needs and helps develop the children's time management and planning skills.
- Home learning is marked and feedback given a variety of ways. It is included in the IPC celebration of learning at the end of the unit.

Year 6

In addition to the above, Year 6 children may receive additional and / or alternative home learning in the lead up to and after their SATs tests. This could include:

- Practice SATs questions;
- 'Year 7' style and frequency of homework in preparation for transfer to Secondary School;

Role of the Teacher:

- To provide an explanation of home learning tasks to parents and give guidance of how they might assist their child. This may be done through a project brief or information on the website;
- To set up regular home learning in an easily followed routine, consistent with this policy;
- To set home learning that takes inclusion and equal opportunities into account;
- To ensure any home learning is purposeful and links directly to the taught curriculum;
- To acknowledge and praise children who regularly complete home learning tasks;
- To provide opportunities for pupils to share, present and discuss their work with peers and parents;
- To give feedback to pupil about home learning tasks;

Role of the Headteacher & Governing Body:

- To check compliance of the Policy;
- To meet and talk with parents when appropriate;
- To discuss with staff how far the policy is being successfully implemented;
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails;

Role of Parents & Carers:

- To support the school by ensuring that their child attempts home learning tasks;
- To provide time and a suitable place for their child to carry out home learning;
- To encourage and praise their child when they have completed home learning;

- To become actively involved and support their child with home learning activities;
- To make it clear that they value home learning;

At Wildmoor Heath we are keen for parents to support and help their children as they are likely to get more out of an activity if parents are involved. However, there are times when we will want to see what children can do independently. This is particularly important as they get older. If a parent is unsure about their level of involvement, they should discuss it with their child's teacher.

Appendix 1

Year 2 – Home Learning Challenges – Let’s Celebrate

In addition to the tasks below children will still have daily / weekly reading, spellings and Maths activities to complete. We also expect Year 2 children to learn their 2,5,10, and begin learning their 3 times table.

Evidence of Home learning can be in the form of writing or photographs and should be brought into school to be celebrated in class or put on display. The tasks in the first column are the easiest in terms of time and effort needed. As you move from left to right, more time and effort is needed to complete them with the ‘hardest’ tasks in the far right column. All homework for this term should be submitted by Wednesday 17th December 2017 at the latest.

	Easier (less time / effort) →			Harder (more time / effort)
Creative	Draw and colour or paint a picture of a firework display.	Create a model of a firework or a 3D collage picture of a firework display.	Make a Christmas decoration to decorate our class Christmas tree.	Design and make a cup cake for a special celebration. For suggestions http://www.bbcgoodfood.com/recipes/2219643/celebration-cupcakes
RE	Find pictures of yourself as a baby and interview family members to find out how your birth was celebrated.	Research the way that Sikhs celebrate birth. http://www.bbc.co.uk/schools/religion/sikhism/questions.shtml	Make a list of the ways different religions welcome the birth of a new baby.	Research how weddings are celebrated in other cultures.
Literacy	Draw your favourite celebration and label all its special features.	Write instructions for how to play a party game.	Design party invitations for a special celebration.	Write a story about a magical celebration.
Maths	Draw around or glue down 2D shapes to make a firework picture.	Demonstrate that you can count in 2s, 5s or 10s to 100 by playing counting tennis. (Role play hitting a tennis ball to each other, saying the numbers in order as you “hit”).	You a planning a party for your birthday. If you give every guest a party hat, a goody bag, a drink and a cake, how many will you need altogether for 6, 8 or 12 people.	Create a tally chart and bar graph or pictogram of your friends’/families favourite celebration food.
Research/ ICT	Research celebrations from other countries that involve fireworks. http://news.bbc.co.uk/cbbcnews/hi/newsid_4360000/newsid_4361800/4361822.stm	Make a poster to advertise an event that you might attend at Christmas such as a pantomime.	Research how Christmas is celebrated in two different countries. http://www.santas.net/aroundtheworld.htm	Create a PowerPoint presentation or bring photos to present celebrations that you have experienced in your family.

UNCRC Article 29: Your education should help you to use and develop your talents and help you learn to live peacefully, protect the environment and respect other people.

Appendix 2

Topic Homework

Year Group: 5

Date due in: due in Monday 8th December.

Skills being built upon:

Geographical knowledge of weather systems.

Task – Weather and Climate

We will be having a 'Record Breakers' celebration in class.

Select one of the topics below (or you might discover your own weather record breaker)

- The biggest hailstone
- Strongest wind ever recorded
- Hottest place on Earth
- Coldest place on Earth
- Highest rainfall ever recorded
- Driest place on Earth
- Wettest place on Earth
- Biggest volcanic ash cloud

Create a record breakers presentation of your chosen topic. It could be in the form of a poster, fact file, power point, video, talk or interview, images, model or you may have a better idea of your own!

Try to include:

- Facts
- A map
- An explanation of the cause
- An explanation of the effect (how were people's lives affected)

Resources

Internet

Library books

Class books

Paper, pens etc (ask in school if you need anything)

Strategies (time needed)

Week 1 – research the options and select the one you will present

Week 2 – research your chosen one in detail

Week 3 – decide how you want to present your work and begin planning

Week 4 – make your presentation

Week 5 – practice your presentation and edit and improve it

Celebration of learning

We will be having a 'Record Breakers' celebration in class where you will present your work.