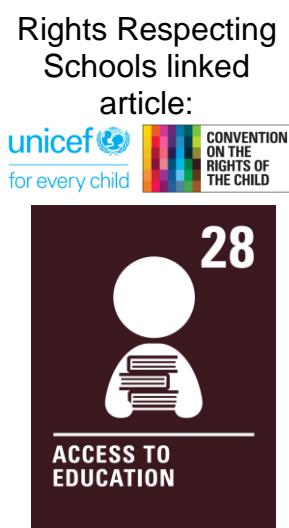


# Home Learning Policy



## Contents

- Introduction
- Routines
- Time spent on homework
- Parental support
- Further considerations
- Conclusions
- Supporting Policies
  - a. Appendix – Homework Routines



<b>Approved</b>	Staff
<b>Policy Date</b>	Spring 2025
<b>Review Date</b>	Spring 2029

## **Introduction**

Our policy at Grand Avenue is to set regular home learning according to the age and ability of each child. We believe that home learning is an essential part of education. Home learning is defined as activities work or research which pupils can do at home. The links between progress at school and home learning are well researched and show that regular, well structured and relevant home learning greatly enhances children's achievement.

We believe that home learning is valuable because it can;

- develop a pupils' ability to work independently
- reinforce skills taught in the classroom
- encourage self organisation and self motivation
- strengthen links between school and home
- establish work patterns that need to be developed at secondary school and in later life
- promote the enjoyment of reading
- provide opportunities for structured research
- promote a sense of responsibility

## **Routines**

The type of home learning set will change as the child progresses through school. It will range from learning letter sounds and numbers in the early years to detailed research projects in years 5 and 6.

The home learning set will follow a prescribed routine, for example maths on Thursdays, spellings on Fridays. Parents will be notified via a curriculum newsletter as to the routine for their child. A home learning letter outlining the tasks and return days is sent home from each individual year group every Thursday. Home Learning is optional in EYFS and KS1.

## **Time**

The time spent by each child on home learning will vary according to age, motivation and ability. Children work at different speeds, and their ability to concentrate on the appropriate task can differ widely. A Home learning time grid is produced for parents information – see below.

## **Parental Support**

We believe that at an early age the value of home learning can be greatly enhanced by the attitude and commitment of parents. Parental support is essential and thus Home Learning is included in the Home /School partnership agreement, signed by all families on admission to school. We ask for an attitude of positive encouragement to support the child. The school advises that a regular time set aside at home, along with a quiet place to work, encourages children to develop long term strategies for their future needs.

A Curriculum newsletter sent home each term gives specific information on topics to be covered, routines and what type of activities can be undertaken at home.

Information and guidance on how to support a child with their reading can be found within the reading diary.

Parents can help their children in a number of ways by, for example:

- singing their child's reading record three times a week (once a week in Year 6)
- taking an interest in the home learning set
- checking the presentation of the home learning
- encouraging the child to complete the home learning
- praising the child for attempting/completing the home learning
- checking spellings in written work
- testing what needs to be learnt, e.g. tables, spellings
- listening to the child read and responding to the content of the book
- visiting the local library/museum
- promoting the use of IT to aid home learning
- providing a suitable place to complete the home learning
- encouraging the child to complete home learning in time given and to return home learning on due date
- revising previous spellings and tables
- encouraging and supporting independent research

## **Further Considerations**

- Children may also receive home learning from our Inclusion Manager. This will be set accordance with our policy in a routine manner with a clearly marked return date.
- There is support in place for pupils who persistently do not return home learning. These vary according to year group. Home learning club is available for a small number of pupils.

## **SEND/More Able**

Children may find Home Learning a challenge due to SEND. In this instance every effort is made by the teacher to differentiate the tasks set for the class to meet these needs. More Able pupils may be asked to extend their learning with appropriate tasks given to further challenge and motivate.

## **Conclusion**

To enable all our children to reach their potential the work undertaken at home is regarded as both vital and supportive of the school's endeavours. Parents are asked, via the Home/School Agreement, to support their children throughout their time at school especially in Year 6 when they are preparing for their transfer to secondary school.

## **Supporting Policies:**

Feedback Policy

**Home learning – 2024/2025 - Also see weekly Home learning letter sent to parents each Thursday**

	<b>English</b>	Returned/Marked etc	<b>Maths</b>	Returned/Marked etc	<b>Topic</b>	Returned/Marked etc
<b>Nursery</b>	Library weekly		Suggested activities on home learning	Sticker and response on Google Classroom	Google Classroom – Home learning activities linked with learning in school. Upload home news/linked learning. Photos uploaded weekly as a discussion prompt	Sticker and response on Google Classroom Learning shared in class
<b>Reception</b>	Reading books daily Common exception word bookmarks	Notes in reading diary written by an adult at home (three times a week minimum)	Suggested activities on home learning	Sticker and response on Google Classroom	Google Classroom – Home learning activities linked with learning in school. Upload home news/linked learning. Discussion prompt weekly	Sticker and response on Google Classroom Learning shared in class
<b>Yr 1</b>	Reading books daily High frequency words/Spellings 'Speed Spell' weekly Common exception word bookmarks	Notes in reading diary written by an adult at home (three times a week minimum)	Maths work every other week	Home learning book marked response on Google Classroom	Topic activities  Photos uploaded half termly as a discussion prompt.	Home learning book marked Google Classroom response Learning shared in class
<b>Yr 2</b>	Reading books daily Spellings 'Speed Spell' weekly English weekly	Notes in reading diary written by an adult at home (three times a week minimum)	Maths work weekly	Comment/sticker by the following Thursday	Optional - Each term children choose from a list of tasks related to ongoing project	Verbal teacher response Mark in book
<b>Yr 3</b>	Reading books daily Spellings 'Speed Spell' weekly Literacy task weekly	Notes in reading diary written by an adult at home (three times a week minimum)	Numeracy work weekly	Yes, by the following Thursday	Optional - Each term children choose from a list of tasks related to ongoing project	Verbal teacher response Feedback given on Google Classroom
<b>Yr 4</b>	Reading books daily Weekly Literacy task Spellings 'Speed Spell' weekly	Notes in reading diary written by an adult at home (three times a week minimum)	Numeracy work weekly	Yes, by the following Thursday	Optional - Each term children choose from a list of tasks related to ongoing project	Projects show cased Feedback given on Google Classroom
<b>Yr 5</b>	Reading books daily Weekly Literacy task Spellings 'Speed Spell' weekly	Notes in reading diary written by a the child/adult at home (three times a week minimum signed by a parent guardian)	Numeracy work weekly	Yes, by the following Thursday	Optional - Each term children choose from a list of tasks related to ongoing project	Certificates awarded Self and peer assessment Feedback given on Google Classroom
<b>Yr 6</b>	Reading books daily Weekly literacy task Spelling challenge	Notes in reading diary written by the child at home (three times a week) then signed by the teacher and parent guardian once a week.	Numeracy work weekly	Yes, by the following Thursday	Optional - Each term children choose from a list of tasks related to ongoing project	Certificates awarded Self and peer assessment Feedback given on Google Classroom

## Home Learning – recommended times

Year	Reading Daily	Literacy basic skills spellings/word families	Numeracy basic skill times tables/fractions number bonds	Topic
<b>Nursery (optional)</b>	Share a book every day			
<b>Rec (optional)</b>	10mins a day		10 mins to play a game	
<b>Year 1 (optional)</b>	10-15mins	10mins common exception word book mark - practice reading and spelling.	15mins to complete an activity	Optional topic home learning – choose an activity
<b>Year 2 (optional)</b>	10-15mins	15mins open ended task + group spellings/sounds To be returned and marked as set on a half termly cycle	15mins open ended task To be returned and marked as set on a half termly cycle	15mins – talkabout task
<b>Year 3</b>	15mins	20 mins -Literacy task with spellings	20mins – Numeracy task	20mins talkabout task
<b>Year 4</b>	15mins	30mins – Literacy task with spellings	30mins – Numeracy task	30mins from choice
<b>Year 5</b>	20mins	30mins – Literacy task with spellings	30mins- Numeracy task	30mins from choice
<b>Year 6</b>	20mins	30mins – Literacy task with spellings	30mins – Numeracy task	30mins from choice