

# Trent CE Primary School



## Home Learning Policy

---

### Introduction

Trent CE Primary is a vibrant, enthusiastic, forward thinking and safe learning environment in which children are given every opportunity to complete a fulfilling primary school education.

At Trent CE Primary, we believe that home learning plays an important part in a child's education. The benefit of doing home learning must be instilled at an early age so that independent study can be achieved.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to making home learning well-balanced across the school.

This Home Learning Policy was developed in consultation with staff members, parents, pupils and with the full agreement of the Governing Body.

### Aims

Trent CE Primary's Home Learning Policy aims to:

- Develop a consistent approach to home learning throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to home learning.
- Ensure that parents have clarity on what their child is expected to do.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.

- Support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning and to keep them informed about the work their child is covering.
- Use home learning as a tool for raising standards of attainment.
- Improve the quality of the learning experiences by extending it beyond the classroom.
- Give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day.

## **Responsibilities**

### **Role of the Headteacher and Governing Body**

- Frequently check compliance of the policy.
- Monitor the effectiveness of the policy every year.
- Review the policy every year and make appropriate updates as required.
- Discuss with staff how far the Policy is being implemented.
- Meet with parents as appropriate.
- Support parents with information about home learning.
- Inform new parents about the Home learning Policy.

### **Role of the Teacher**

- Plan and set up a regular programme of home learning for pupils.
- Provide an explanation of home learning tasks and ensure all pupils understand what they have to do.
- Ensure all home learning given is purposeful and links directly to the curriculum.
- Set home learning that is appropriate to the child's ability.
- Monitor home learning regularly and make sure pupils are completing it.
- Mark home learning and give feedback to pupils.
- Communicate with parents if there is a problem regarding home learning.
- Be available for discussion if necessary to parents and pupils about home learning.
- Set home learning that is consistent across classes.
- Ensure home learning takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Reward quality work and praise children who regularly complete home learning.

### **Role of Parents/Carers**

- Support their child in completing home learning and encourage
- Become involved in their child's home learning and encourage their child to have a positive attitude towards it.
- Make sure that their child completes home learning to a high standard and on time.
- Provide suitable conditions and resources for their child to complete home learning.
- Praise their child and celebrate achievements with regard to their home learning.
- Inform teachers of any issues that may arise and co-operate with the school to find a solution.

- Keep the school informed of any change in circumstances that may affect their child's learning and home learning.
- Encourage your child to discuss home learning with you, including feedback from teachers.

### **Role of Pupils**

- Take responsibility for their own learning and submit completed work in a timely manner.
- Have a positive approach towards home learning.
- Put the same effort into home learning as would be expected of class work.
- Make sure they understand the tasks that have been set and seek clarification if required.
- Ensure that they have everything they need to complete home learning and return to school all books/stationery needed to complete their home learning.
- Take pride in the presentation and content of their home learning and perform to a high personal standard.

### **Home Learning Tasks – Current practice**

- Every Curriculum Information Meeting, each term, for each year group, informs parents and pupils of what is expected with regard to home learning.
- Teachers will further discuss the organisation of home learning to parents at the parents' evening in September.
- Every term, the Curriculum Information Letters will inform parents about the main topics and units of work being covered and the ways that parents can help their child.
- All pupils will have home learning folders to keep their home learning neat and organised.
- Every pupil will receive weekly home learning on a Friday, which is to be returned on or before the following Wednesday morning.
- Home learning will be marked every week and returned to the child in the home learning folder/book.
- Parents/carers are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child's class teacher. Feedback from parents about their child's home learning is also welcomed by the school.
- At Trent CE Primary School, pupils will be given activities in Topic, maths and English every week; additionally there may be project work or 3D tasks to complete over an extended time period.
- The amount of home learning will increase as the child progresses through school.
- Pupils attending intervention groups or Learning Breakfast groups may have additional consolidation task to complete.
- Teachers may occasionally set extra home learning for the whole class if they feel it would be beneficial.
- Online work

The table below shows expected home learning. Daily reading is encouraged and tasks will be set in addition to the below activities.

<b>Year Group</b>	<b>Home learning -always related to what has been learned in class that week</b>	<b>Maximum Time</b>	<b>Total/week without reading</b>
R	<ul style="list-style-type: none"> <li>• Reading – Library books each night</li> <li>• Tricky Words Practice</li> <li>• Phonics</li> </ul>	5 minutes/night 10 minutes 10 minutes	20 minutes
1	<ul style="list-style-type: none"> <li>• Reading – every night</li> <li>• Maths - 1 piece each week</li> <li>• Literacy/grammar work - 1 piece each week</li> <li>• Spellings- related to phonics or HFW</li> </ul>	10 minutes/night 10 minutes 10 minutes 10 minutes	30 minutes
2	<ul style="list-style-type: none"> <li>• Reading – Library books each night</li> <li>• Tricky Words Practice/Phonics</li> <li>• Maths-1 piece each week</li> <li>• Literacy– 1 piece each week</li> <li>• Topic projects each half term</li> </ul>	10 minutes/night 10 minutes 15-20 minutes  15-20 minutes 10 minutes/wk	50 minutes - 1 hour
3	<ul style="list-style-type: none"> <li>• Reading – Library books each night</li> <li>• Spellings or Tables –5 minutes each day</li> <li>• Literacy (often spellings) – 1 piece each week</li> <li>• Maths – 1 piece each week</li> <li>• Topic research each term</li> </ul>	10 minutes/night 25 minutes  20 minutes 20 (+) minutes/wk	65 minutes
4	<ul style="list-style-type: none"> <li>• Reading – Library books each night</li> <li>• Spellings or Tables –5 minutes each day</li> <li>• Literacy (often spellings) – 1 piece each week</li> <li>• Maths – 1 piece each week</li> <li>• Topic research each term</li> </ul>	10 minutes/night 25 minutes  25 minutes 20 (+) minutes/wk	70 minutes
5	<ul style="list-style-type: none"> <li>• Reading – Library books each night</li> <li>• Literacy – Spellings– 5 minutes each day</li> <li>• Maths – 1 piece each week</li> <li>• Topic research each term</li> </ul>	20 minutes/night 25 minutes 25 minutes 30 (+) minutes/wk	80 minutes
6	<ul style="list-style-type: none"> <li>• Reading – Library books each night</li> <li>• Spellings – 5 minutes each day</li> <li>• Literacy – 1 piece each week</li> <li>• Maths – 1 piece each week</li> <li>• Topic research each term</li> </ul>	20 minutes/night 25 minutes 15 minutes 15 minutes 30 (+) minutes/wk	85 minutes

### **Absences**

- If the child is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils should be well enough to undertake work. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.
- If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

### **Pupils who fail to complete home learning**

All pupils are expected to complete home learning on time. Teachers will keep records of pupils completing home learning which will be regularly checked. If pupils fail to complete home learning, teachers will contact parents to find out why.

### **Marking home learning**

Home learning may be marked in a variety of ways according to the school's marking policy. The work will be ticked to show that it has been marked. Sometimes, the work is marked in detail and comments are given on future progress. Occasionally, the work may be marked orally with the child or class. Teachers will not mark home learning that is handed in late.

### **Pupils with SEND**

- The school recognises that pupils with special educational needs and disabilities (SEND) may require that specific tasks be set in the form of Individual Education Plans.
- While pupils with SEND may benefit from special tasks separate from the home learning received from other pupils, it is important that they also do as much in common with other pupils.
- A balanced amount of the right type of home learning will be set for pupils with SEND, in consultation with the parents and SEND Inclusion Manager/SEND Co-ordinator.

### **Equal Opportunities**

At Trent CE Primary School, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

This policy is reviewed annually, although it may be amended as necessary throughout the year.

Date approved by the Governing Body: May 2019

Date for Review: May 2020

Chairman of Governors: Mrs R Taylor

Headteacher : Mrs L Yarwood