



# Sebert Wood Primary School

## Home Learning Policy

**Date reviewed:** Spring Term 2023

**Date to be reviewed:** Spring Term 2025 *(or as and when required)*

**Approval by:** Curriculum Committee

**Signature of Chair of Governors:**

### Introduction

All forms of learning outside school are of value to the child, but the greatest gains are to be achieved in activities that the pupil takes part in voluntarily with enthusiasm. Home learning could be anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Home learning encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are supporting with home learning.

### Rationale for Home Learning

- One of the aims of our teaching at Sebert Wood is for children to develop as independent learners, and home learning is one of the ways in which pupils can acquire the skill of independent learning and develop self-discipline, a positive attitude to work, organisational skills and personal responsibility.
- Home learning can play an important part of a child's education, and can add to a pupil's development and stimulate their sense of enquiry, wonder and enthusiasm.
- To consolidate and reinforce skills taught in school. EEF guidance indicates that in 'the most effective examples, homework was an integral part of learning, rather than an add-on.'
- We see home learning as an example of co-operation between teachers and parents and a way to involve parents and carers actively in their child's learning.
- It can provide a useful link between one lesson and the next.
- It can provide educational experiences not possible in school.
- EEF guidance states that the 'quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases.'
- Home learning can play a positive role in a child's learning, however it is vital for development that children have free time and time to play and relax. Home learning activities should not put pressure on family time or prevent children from taking part in

out of school clubs or other organisations. If home learning becomes a challenge, or is taking an undue amount of time, this must be communicated to class teachers.

Examples of activities which can be important to the development of the whole child and support the work of the school;

- Attending clubs outside of school
- Personal hobbies
- Attending organisations such as cubs, brownies, etc.
- Community activities (including religious/church activities)
- Sport activities or events outside of school
- Visits to museums

### Definition of Home Learning

Home learning refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. This might be:

- a one-off project that the children take part in e.g. a design competition, story or poetry writing for a purpose
- research activities for a topic at school through books or the internet, or personal research relating to a pupil's interests or hobbies
- bringing own books or objects of interest in from home
- preparation for a presentation given in class
- part of a regular pattern of skill reinforcement
- undertaking a survey or interviewing an adult

Research undertaken by the Education Endowment Foundation suggests that home learning is most effective if:

- parents are involved and engaged in the activities the child does at home
- tasks are short focused ones, which relate to and reinforce directly what is being taught, and which are built upon in school
- the purpose of home learning is made clear to children

### Home Learning expectations

#### Nursery

<b>Language and literacy skills</b>	Reading activities to develop book knowledge and recognition of words and sounds will be given. Reading to parents or carers / listening to a parent or carer reading / discussing books. <i>(where appropriate to the developmental needs of the child)</i>
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## Reception

<b>Language, literacy and mathematical skills</b>	<p>Reading activities to develop book knowledge and recognition of words and sounds will be given.</p> <p>Reading to parents or carers / listening to a parent or carer reading / discussing books. (<i>where appropriate to the developmental needs of the child</i>)</p> <p>Reading to parents or carers, using a reading book from school.</p> <p>Recording comments in the reading log and discussing it with your child / listening to a parent or carer reading / discussing books and reading with children.</p> <p>Learning of 'high frequency words' using lists supplied by school.</p> <p>Follow up letter or number formation activities.</p>	Throughout the school year.
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## Year 1

<b>Language and literacy skills</b>	<p>Reading to parents or carers, using a reading book from school,</p> <p>Recording comments in the reading log and discussing it with your child / listening to a parent or carer reading / discussing books and reading with children.</p> <p>Revision of 'high frequency words' using lists supplied by school.</p> <p>Follow up letter or number formation activities.</p> <p>Spellings- Word lists and word families linked to class learning and National Curriculum English Appendix 1.</p>	Throughout the school year.
<b>English, Maths or Topic</b>	A number activity, short writing task or topic activity linked to class work.	From the start of the summer term

## Year 2

<b>Literacy skills</b>	Reading using a reading book from school, recording comments in the reading log and discussing the book with your child / listening to a parent or carer reading / discussing books and reading with children.
	Revision of 'high frequency words' and phonics for reading and spelling using lists supplied by school, as required
	Use of catch up or booster reading programmes, as applicable.
	Spelling- Word lists and word families (advanced phonics) linked to class learning and National Curriculum English Appendix 1.
<b>English Task</b>	A short task linked to work in English or another area of the curriculum.
<b>Maths</b>	Number games or short tasks to reinforce learning in class. Use of Times Table Rock Stars to develop fluency and recall of multiplication and division facts.

## Lower Key Stage 2 - Years 3 & 4

<b>Literacy skills</b>	Reading on their own, using a school reading book or other text type / reading a specific text for a topic in school.
	Continuation of supported reading by adults hearing them read and asking comprehension questions.
	Spelling- Word lists and word families (advanced phonics) linked to National Curriculum English Appendix 1.
<b>English Task</b>	Short tasks linked to work in English are included within the learning menus.
<b>Maths</b>	Activities set on the Mathletics are reinforcement of skills taught that week. Use of Times Table Rock Stars to develop fluency and recall of multiplication and division facts.
<b>Learning Menu</b>	Pupils choose one task to complete each week from a wide range of activities across the wider curriculum linked to their half-termly topic.

## Upper Key Stage 2 - Years 5 & 6

<b>Literacy skills</b>	Reading on their own, using a school reading book or other text type / reading a specific text for a topic in school.
	Continuation of supported reading, as applicable.
	Spelling- Word lists and word families linked to National Curriculum English Appendix 1.
<b>English Task</b>	Short tasks linked to work in English are included within the learning menus.
<b>Maths</b>	Activities set on the Mathletics are reinforcement of skills taught that week. (Year 5 only) Use of Times Table Rock Stars to develop fluency and recall of multiplication and division facts.
<b>Learning Menu</b>	Pupils choose one task to complete each week from a wide range of activities across the wider curriculum linked to their half-termly topic. (Year 5 throughout the school year/ Year 6 autumn term only)
<b>Year 6 Tasks</b>	SATs preparation work books and transition activities completed in spring and summer term.

### Learning Menus

The Learning Menus allow children to select the tasks that interest them the most. We hope they give children and their families greater flexibility so that they can plan home learning tasks across the half-term. Some are more complex and will take longer than others and we encourage children to pick tasks that can be managed within a reasonable amount of time.

### SEN and Intervention groups

Pupils who attend 'early intervention' groups, and those with special educational needs, may be given home learning to provide reinforcement of particular skills, opportunities for 'overlearning' and targeted tasks.

### Marking of home learning

Home learning will be acknowledged and returned to the pupil if appropriate. Some tasks will form part of school work for a particular subject or topic.

### Keeping parents/carers informed

Teachers will generally set home learning on a specific day of the week, parents will be informed of this on Class Dojo. Pupils in KS2 are also expected to take responsibility for keeping track of home learning and for keeping parents informed about home learning.

Home learning days will vary at certain times of the year when the school is involved in special events. [Learning menus can be accessed from the school website.](#)

### New technology

The school will take opportunities to use new technology to enhance home learning and support the use of the school website and other software such as Mathletics and Times Table Rock Stars.

### Equal opportunities

The school will assist any children who are not supported by their family to undertake home learning activities so that they are not disadvantaged e.g. staff may support children preparing an assembly.

Home learning will be set to meet the needs of all learners either through differentiation or through tasks which have an outcome that can be achieved by all.

School information can be printed and published in different languages to meet the needs of families where English is an additional language.

### Policy monitoring and review

Each class teacher is responsible for monitoring individual pupil's approach and attitude to home learning. The Headteacher and SLT monitor the implementation of this policy and feedback to the Curriculum Committee.

### Further reading

This policy has been written in conjunction with the following guidance:

Homework- EEF guidance (2021)

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>