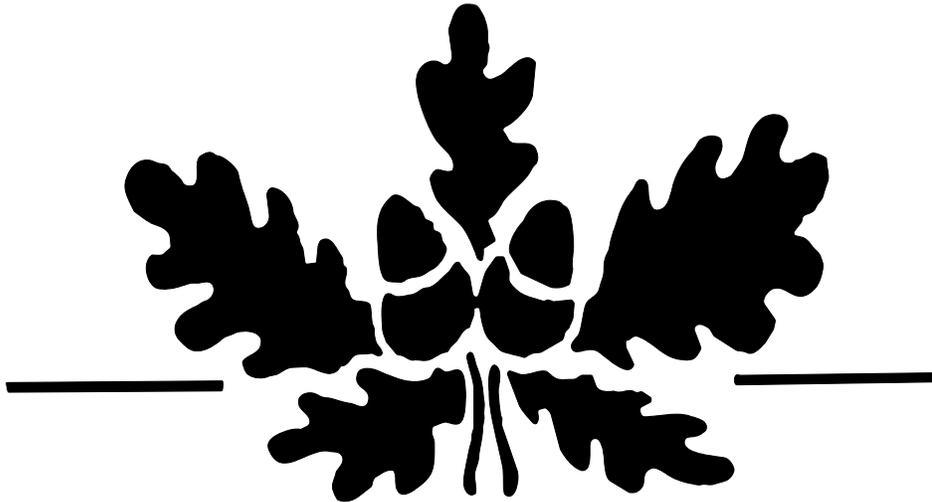


Grayshott C of E Primary School

Home Learning Policy

Non-Statutory Policy

Approved in Curriculum Committee: Spring 2014



Linked documents:

- **Marking Policy**
- **School Values**

Governors' Review Date: Autumn 1 2015 (every 2 years)

Member of Staff responsible: MC

Governor responsible: JC

Grayshott C of E Primary School

Home Learning Policy

For this policy 'home learning' refers to any work or activities that the pupils are asked to do outside lesson time, either on their own or with parents or carers.

The staff and Governors of Grayshott Primary School believe home learning to be a positive link between home and school that supports and extends learning. The success of home learning is largely dependent upon:

- The commitment of children to complete the tasks and give regular time to the work.
- Parents' willingness to support and engage with children when completing activities.
- Teachers valuing and giving feedback about their efforts e.g. through marking, written feedback, verbal feedback, display, celebration, peer marking as appropriate.

We believe that establishing home learning routines will:

- Extend school learning.
- Help prepare children for the next phase of their learning.
- Promote independent work and organisational skills.
- Keep parents and carers informed and aware of the work the children are doing.

Each year group has agreed home learning guidelines, which outline the type of home learning that will be undertaken during the year. Parents are informed about home learning expectations at a start of year and are encouraged to check their child's work before it is handed in. The home/school book also provides a record of pupil's individual reading. Teachers will keep a class record of home learning given to the class and groups. This will enable parents and pupils to check home learning requirements as appropriate.

Parents and carers have an important role to play in ensuring the success of our home learning policy. The role of parents and carers is to:

- Provide a suitable environment for children to complete home learning activities.
- Value home learning and support the school by explaining to the children the importance of home learning.
- Encourage and praise children when they have completed their home learning.
- Ensure home learning tasks are completed within deadlines set by the class teacher.
- Support children with their home learning.

Teachers have an important role to play in ensuring the success of our home learning policy. The role of teachers is to:

- Set home learning in line with the Home Learning Policy and Guidelines.
- Mark homework and provide appropriate feedback.
- Celebrate home learning achievements through praise and sharing work with the class or school in assemblies.

Teachers will expect all children to complete home learning tasks on time and will monitor this. Children who do not complete home learning tasks by a deadline will be required to do so as soon as

possible. This should be achieved through close communication between home and school and supported through the school's shared Behaviour Policy.

Appendix A

Home Learning Guidelines

Home Learning Tasks should:

- Encourage independent, child centred learning
- Provide a wide range of learning opportunities across the curriculum
- Encourage conversation between parents and children
- Provide opportunities for open ended tasks and projects
- Provide more kinaesthetic learning opportunities
- Excite and motivate children to want to learn at home
- Set learning in school in real life contexts
- Build on and reinforce learning in school
- Respond to children's own questions and natural curiosity

Recommended Time Allocation

Homework should be a positive experience. If parents have any concerns they should not hesitate to contact the school. The following are government recommendations as appropriate time allocations for homework activities.

- Years 1 and 2 - 1 hour per week
- Years 3 and 4 - 1.5 hours per week
- Years 5 and 6 – 2 hours per week

EYFS

- ~ Reading each night alongside phonics practice.
- ~ Activities linked to current topic or areas of learning as the class teacher judges appropriate.

Yr 1

- ~ Daily reading
 - ~ Fortnightly spelling based on letters and sounds
 - ~ Fortnightly maths or writing
 - ~ Activities linked to current topic or areas of learning as the class teacher judges appropriate.
- } on alternate weeks.

Yr 2

- ~ Daily reading
- ~ Weekly spelling (pre phase 6)
- ~ Fortnightly maths/theme

As children progress through Years 3 to 6, the complexity and difficulty of their homework tasks increases, matched to age-related expectations and individual children's ability.

Year 3, 4, 5 and 6

- ~ Regular reading and discussion of text
- ~ Spellings (post phase 6 letters and sounds): Written in back of home-link book, at least 5, to learn at home. When applied in written work, children choose new spellings based on errors in school work.
- ~ Weekly task supporting current theme
- ~ Weekly differentiated maths task

Homework will be set following the Must, Should, Could format.