

# **HOLLY TREES PRIMARY SCHOOL**

## **Policy for Homework and Home Learning.**

**July 2017**  
**Reviewed three yearly**

## Homework and Home Learning Policy

### 1 Introduction

1.1 Anything that children do outside the normal school day that contributes to their learning in response to guidance from the school, with or without their families, can be classed as homework. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

### 2 How is "learning at home" effective?

2.1 Research shows (John Hattie; 2014), homework has little or no impact on children's progress and learning at primary school but practising core skills such as reading and spending time as a family unit learning and exploring the environment and world beyond the home together, does broaden a child's experiences, language development and enthusiasm for learning. We recognise that the time and resources available, limit the educational experience that any school by itself can provide. Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. One of the aims of our school is for children to develop as independent learners. **We believe that there are occasions when homework can be a way in which children acquire independence with skills for reading and basic numeracy.**

2.2 We acknowledge the important role of play and free time in a child's growth and development. While homework is valid in preparing for secondary education, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more waking time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

### 3 Aims and objectives

3.1 The aims and objectives of learning at home are:

- to support the enjoyment of learning;
- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be applied to real life situations;
- to provide academic and social experiences not possible in school;
- to consolidate and reinforce learning undertaken in school and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future.

### 4 What home learning activities are and are not at Holly Trees

4.1 All year groups are expected to read at home most days. Even once children can read the words accurately, they need to read to an adult to improve fluency and understanding. Some more able readers may not need to read a text to an adult but

still are expected to discuss their reading with an adult which is recorded in their reading diaries.

**4.2** Children are expected to practise their number bonds to 10 and then 20, and then their multiplication tables up to 12x12. This includes knowing the facts of the tables in isolation not just chanting them, although this may be a step towards a full understanding. Teachers will guide parents which tables or number facts should be the next focus.

**4.3** Children are given a word list at the start of every academic year (these are also on the website). Parents should practise learning all of these words throughout the year which will support the teaching of the spelling patterns and exception words in class.

**4.4** At the start of each term, teachers will signpost families to activities to enrich first-hand experiences linked to areas of study, ie. Places to visit, events to experience.

**4.5** The weekly newsletter will give ideas for family activities that are seasonal/topical in addition to the class suggestions. It will suggest apps, books, materials that will enhance learning by being accessed out of school.

**4.6** Projects, that require parental involvement at home, will be set to support active learning in the classroom such as making model Viking ships, dressing as Anglo-Saxons, making Roman shields. Children who may not have the necessary resources at home will get in-school help for these projects.

**4.7** Whole school home-learning activities will be set during Summer holidays and Spring half term holidays as a minimum and will focus on activities or core skills.

**4.8** Some children will be set additional activities where practice is required to fill gaps more rapidly than can be achieved in school time.

**4.9** Worksheets will not be sent home for completion as this does not inform teachers of children's ability due to a lack of knowledge of how much support has been required or given.

**4.10** Completed home learning activities will be praised and may receive merits/certificates/owl points but will rarely require formal marking.

## **5 Transition to secondary education.**

**5.1** In Y6, some home learning activities may be required to be completed and the expectation will be that the children bring their work into school for them to be able to engage fully in subsequent lessons. As homework is a necessity in secondary schools, children in Y6 who do not complete their activities at home, may be required to complete them in their own time at school (eg. Playtime).

## **6 Monitoring and review**

**6.1** It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the Teaching and Learning Committee of the governing body.