



Home Learning Policy

September 2022

Version 2.0

Approved:

Date of ratification:

Next review date: September 2024

1 Purpose of Home Learning

- 1.1 Home learning is designed to consolidate and reinforce core skills learnt in school, particularly in literacy and numeracy. It also serves to encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school.
- 1.2 We feel that homework should support children in practising three key primary-age skills, reading, spelling, and times tables.
- 1.3 We firmly believe that children should not feel pressured by daily homework at primary school. We would far rather that for most evenings and weekends they practise an instrument, play a sport, visit a museum, or discuss the day with their family.
- 1.4 We feel that children in Year Six should also be helped to understand the homework expectations of secondary school.
- 1.5 Home learning is a cooperative venture between parent and child and we encourage parents to be involved in their child's home learning. We recognise that children have busy lives outside of school and so demands on pupils to do home learning will be spread out over the week.
- 1.6 'Finishing off' work is never set as home learning and is only sent home when the teacher feels that the child has had a reasonable amount of time in school to finish the work set, and has not done so.
- 1.7 We set homework that should take a maximum of twenty minutes per week per subject.

2 Our Expectations for Literacy

- 2.1 **Reading:** Children are expected to read at home at least four times a week and have their planner signed by an adult as a record of this happening.
- 2.2 **Spelling:** Children from Y1 upwards will be asked to practice their spellings. We use an online resource called Spelling Shed. Children will be given increasingly challenging spelling words and activities as they progress, and as their spelling improves. Teachers set differentiated word lists, with words selected from a variety of sources: topic words; National Curriculum spelling lists; words from our chosen scheme of ReadWrite Inc; words which are frequently spelled incorrectly and words to provide appropriate challenge. All activities are checked by teachers and there will also be occasional house-based spelling bee competitions.

3 Our Expectations for Maths

- 3.1 **Timetables:** From Y2, children asked to practice their times tables. We use an online resource called Times Tables Rock Stars. All children are set up on the TTRS 'Automatic Training Mode' (ATM). This runs through their school life, and gradually measures their progress and sets them harder tasks, running from the very simplest tables in Year Two, through to the full 12x12 tables by the end of Year Four, with additional revision activities in Year Five and beyond. This mode records their speed at recalling tables facts as well as their accuracy, and offers multiplication, commutativity and division, gradually increasing the level of difficulty. This will prepare children well for the national multiplication assessment (at the end of Year 4). Teachers will often set additional sessions and other challenges.
- 3.2 For children registered on the ATM, a new feature (called a Gig) has been introduced. This is essentially a periodic test to ensure that children are being tested at the correct level. It is a five-minute game which first establishes a baseline, and then occurs automatically after a child completes a times table (about every 30 levels in ATM). Please note that children can be put back a few levels, if the Gig shows that they have not quite mastered a particular table.
- 3.3 Teachers use the 'Sessions' feature to monitor homework – work set by teachers will carry a red headphone icon when children log in (usually in the 'Garage' mode). On completion this will disappear and teachers will be notified that the work is completed. Children are then free to play in the other modes of TTRS – including challenging friends ('RockSlam'), or the Studio (all tables to 12x12). Teachers may well use TTRS in class, either in paper form, or in individual or group challenges ('Battle of the Bands'). Please see the TTRS help sections and FAQs for more details. We have the 'Stats' module of TTRS, so that we (and you) can see which tables your child is comfortable with. The 'Heatmap' feature is one we use regularly to pinpoint particular areas requiring work. Please remember we are looking for both accuracy and speed of recall. TTRS measures both.

4 Facilities

- 4.1 We understood that sometimes children may not be able to access the Internet or have a suitable device at home to do so. If a child is unable to access their home learning at home in a particular week, suitable facilities and time will be provided at school. A limited number of devices are available to borrow from school on request.

5 Additional Home Learning

- 5.1 Whilst these three activities will form the basis of the home learning each week, teachers may occasionally suggest other activities (for example 'challenge' booklets, preparation for talks, or some specific topic-related activity). In Year Six, children will normally receive additional home learning tasks.
- 5.2 **Challenge homework**
Your child's year group website now details optional challenge work that they can undertake. These are mostly topic related, but maths challenge work will also be provided. Children will be rewarded with team points, and hopefully pride in a job well done.
- 5.3 **Recommended workbooks**
If you want your child to do extra work, we have listed recommended workbooks on the Homework section of the year group website. These include suitable 11-plus recommendations.
- 5.4 **What about extra homework?**
If you would still like your child to do more, or require recommendations for workbooks, please see the homework section of your year group's website, or speak to your child's teacher.

6 Special Educational Needs and Disabilities

- 6.1 Children with additional needs will receive home learning along with everyone else, and if necessary this may be in a format more suitable to their needs.

7 Role of Parents

- 7.1 We would hope that parents/carers will:
- provide a suitable place in which their child can do their home learning;
 - make it clear to the child that they value home learning;
 - support the school in explaining how it can help their child's learning;
 - encourage the child and praise when they have completed home learning to a good standard.
- 7.2 **How is my child rewarded for completing the homework?**
All completed homework is logged and monitored. Team points are awarded for completed work and challenge work. Many class teachers run leaderboards and displays which monitor and highlight key achievements. These will be related to a number of different measures – most spellings right (at each level); most participation; most coins earned; progress. As all the work is fully differentiated, everyone can achieve. On Wednesdays,

achievement is celebrated in front of the whole school – be that coins earned, best times, participation, or improvement.

7.3 What if my child is unable to complete their homework?

If your child has not attempted their homework (evidenced from their reading record, or the TTRS/SS records), they will miss Thursday playtime to catch up. If your child has attempted their homework and has had an issue with it, please state clearly what happened via a note in their planner, and we will seek to resolve it.

7.4 Should I play the games for my child?

Please support your child in getting set up (and in ensuring they only spend 20 minutes online), but please don't play the games for them. The tools really help us pinpoint areas of strength and weakness and allow us to target support and interventions to specific individuals.

7.5 My child knows all their tables perfectly

As fluency in recall of times tables is so key to so much of maths, we encourage children: to be able to remember their tables well; to be able to recall tables facts (very) quickly; to be able to work through all associated division facts (commutativity) and to be able to handle missing number problems (algebra) related to tables recall. Once all that is in place, they can embark on other challenges.

7.6 We are worried about screen time

We fully support that concern, but we do not feel that 2 x 20 minutes per week is excessive.

8 Dissemination

- 8.1 The Policy is available on the school website and a paper copy is held in the main school office. The policy and schemes of work will be available on request to parents, LA, OFSTED and others working for the school, through the headteacher.

9 Monitoring & Evaluation

- 9.1 This policy will be reviewed annually by the headteacher, teaching staff, governors and parents, and changes will be made to ensure that this policy is up to date.