



Home Learning Policy

April 2017

Review Date: April 2020

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Chair of Governors

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Date

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Head Teacher

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Date

1 Introduction

Home learning is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

The school sees homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

We acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

2 Aims and objectives

The aims and objectives of homework are:

- 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 cooperation between home and school in supporting each child's learning
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons
- to help children develop good work habits for the future

3 Types of home learning

At Featherstone Wood, we regard homework as an integral part of the curriculum.

Foundation Stage

- Children take books home and read every day with their parents or carers.
- Guidance is provided for parents and carers on achieving the maximum benefit from this time spent reading with their child.
- Guidance around our Storytime Phonics scheme is also provided to support parents and carers.
- Guidance for parents and carer around age appropriate maths strategies.

Key Stage One

- Children take books home and read every night with their parents or carers.
- Guidance is provided for parents and carers on achieving the maximum benefit from this time spent reading with their child.
- Guidance for parents and carer around age appropriate maths strategies.
- Guidance around our Storytime Phonics scheme is also provided to support parents and carers.
- Weekly spellings to be learnt at home and tested/used within school.
- Mathematical tables - 2, 5, 10 and 3.
- Topic projects - in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet and CD-ROMs.

Lower Key Stage Two

- Daily reading.
- Weekly spellings.
- Mathematical tables - year 3 - 8, 4 and 6, year 4 – 7, 9, 11 and 12. By the end of year 4 the children should be confident in all their tables.
- Topic projects.

Upper Key Stage Two

- Daily reading.
- Weekly spellings.
- Mathematical tables – consolidating all to 12.
- Weekly literacy and numeracy work linked to their learning in school and should last about 45mins in total.
- Topic projects

Homework is sent home on a Friday giving the children the weekend to complete at home. They have access to school staff for support on Mondays and Tuesdays if they are unsure of anything. Homework is handed in on Wednesday. Uncompleted work will then be finished in the child's own time in school (break and lunchtimes).

Homework is marked according to the general school marking policy. Should there be issues arising from the homework set, the teacher will follow this up in lesson time.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

4 Inclusion

In setting homework for all children as part of normal school life, we aim to ensure that all tasks set are appropriate to the ability of the child, so that all children can contribute in a positive way. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment this brings.

5 The Role of Parents & Carers

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. We provide useful websites and information about what learning is taking place in school in the class pages on the website.

6 The use of ICT

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, the teachers at Featherstone Wood expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents or carers are advised always to supervise their child's access to the internet.

7 Monitoring and Review of this Policy

It is the responsibility of our Governing Body to agree and then monitor the school homework policy. This is done by the Standards Committee of the Governing Body. Parents and carers complete a questionnaire every two years which discusses homework.