

**St Ippolyts C.E. Primary School**



**Home Learning  
Policy**

**January 2012**



## **ST IPPOLYTS CE (AIDED) PRIMARY SCHOOL**

### **HOME LEARNING (HOMEWORK) POLICY**

**January 2012**

**St Ippolyts School believes that home learning is part of the partnership between our school and families in our continuing endeavour to promote our children's learning.**

#### **AIM**

To support and enhance children's learning in the classroom by providing appropriate activities to be undertaken at home.

#### **OBJECTIVES**

- To develop good work habits and self discipline for the future
- To develop the skills and attitudes necessary for independent learning
- To help parents gain insight into their child's schoolwork and promote partnership between home and school.
- To consolidate and reinforce learning done in school and assist in preparation for future class work.
- To provide a context for pupil/parent interaction.
- To prepare older children for secondary education
- To finish activities not completed in class time.

#### **CONTEXT**

We acknowledge the important role of play and free time in a child's growth and development, and believe that home learning should be viewed within this context. Home learning is seen as an extension of schoolwork; it is one of the ways in which children can develop the skill of independent learning.

We recognise that many children have out of school commitments to clubs and hobbies and our approach to homework is intended to fit with these.

We aim to provide parents with opportunities to find out more about helping their children at home. Open evenings and workshops take place at the school from time to time (eg: Class One Curriculum Information Evening, Maths Evening, Reading at home workshops)

Information booklets on topics such as Foundation Stage, Reading and Spelling Guidance and Maths calculations strategies are provided and available to download from the school website.

Curriculum Information Leaflets for parents outlining the topics for each class are sent home each term.

We always welcome parents' questions and are more than willing to give advice on how parents can support their child's learning at home.

## **ROLES AND RESPONSIBILITIES**

We believe that home learning is a two way process. Teachers are responsible for setting activities and reviewing work done, parents are responsible for overseeing its completion.

### **The Role of Teachers**

#### When homework is set:

- It is always clearly related to current areas of study within the classroom.
- The task is made clear to children and matched to their abilities,
- It should be possible for the children to complete it independently
- Time scales for completion and submission are explicit.
- Feedback is given to the children as promptly as possible.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- All children will be expected to complete tasks.

### **The Role of Parents**

To be actively involved in the home learning activities of younger children.

The parent's role is a supportive one. Whilst they are able to encourage and support pupils, and to praise them when they have completed work, they are not expected to teach the child. With younger children, they may need to take a more active role. It is the children's responsibility to complete homework and the parents' responsibility to oversee that homework is completed and returned to school.

On occasions it may be appropriate for parents to make brief comments on their child's homework indicating how they coped with the task, for example whether they completed it completely independently or needed a lot of support; such comments are very helpful for teachers.

Parents are asked to:

- Find an appropriate time for their child to do home learning tasks
- Provide a suitable place for homework to be done, eg a table/desk
- Support their child's concentration (e.g. little noise and/or visual distractions)
- Ensure their child has the necessary equipment available at home: pencil, pen, eraser, sharpener, ruler, scissors, glue, coloured pencils

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

### **The Role of Pupils**

- To make full use of all the opportunities they are presented with;
- To tackle home tasks promptly and with a positive attitude;
- To take pride in presentation and content, acknowledging the high personal standard expected using the 'Ten Top Tips for Excellent Presentation' guide
- To be organised so that necessary books and equipment are not left at school
- To take responsibility for handing in the completed task on the agreed day.
- To show commitment to learning a musical instrument by undertaking regular practice

## **TYPE OF HOMEWORK**

As children move through the school there will be different amounts and types of homework set, as outlined below.

### **Foundation Stage**

- **READING:** We believe regular reading is vital; children are expected to read daily at home. Initially this may entail looking at and enjoying books together. Talking and discussing books is a vital stage of early reading development. Later this will be extended to listening to the child reading their structured reading scheme book and commenting in the reading record book. (See also 'Reading Guidance' booklet)
- **PHONICS (SPELLING):** Supporting children to practice letter sounds informally and in fun ways (See also EYFS Letters & Sounds leaflet and Spelling Guidance booklet)
- **OTHER ACTIVITIES:** tasks to support the current topic designed to be carried out with an adult at home, such as a 'finding out' activity or some basic number work

### **Key Stage One: Class 1 and 2**

- **READING:** Children are expected to read daily at home. Talking about the book with an adult is a key part of developing good comprehension skills. (See also 'Reading Guidance' booklet)
- **SPELLING:** Supporting children to learn weekly spelling lists which consolidate the learning in class (See also Spelling Guidance booklet)
- **OTHER ACTIVITIES:** tasks to support the current topic and learning in class such as maths work, learning times tables or an investigative activity.

### **Key Stage Two: Class 3, 4 and 5**

- **READING:** Children are expected to read daily at home in a format which suits the child's ability and family situation. Even when children can read fluently and independently, discussion of the book is of great benefit for developing comprehension skills, understanding new or complex vocabulary and recognising the language features used by the writer
- **SPELLING:** Weekly spelling lists which consolidate the learning in class are sent home on a Monday and tested on a Friday.
- **TIMES TABLES:** a short time each day to practise multiplication tables is recommended
- **OTHER ACTIVITIES:** Literacy or Numeracy tasks consolidating or extending the learning in class are set as appropriate on a Wednesday and Friday.
- **FROM TIME TO TIME:** additional tasks may be set such as French or a 'finishing off' activity
- **YEAR 6:** may have revision tasks in preparation for national tests and in readiness for transfer to secondary school.

## **TIME ALLOCATION FOR HOME LEARNING ACTIVITIES (including reading)**

These are the recommended Government guidelines for time allocation.

Key Stage 1	-	1 hour per week total
Years 3/4	-	1½ hours per week total
Years 5/6	-	2½ hours per week total