



William Shrewsbury Primary School

Home Learning Policy

RRSA Links: Unicef Rights Respecting Schools Link

- Article 29 - Education must develop every child's personality, talents and abilities to the full.
- Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Policy Aims

- To use home learning as a tool to help continue to raise standards of attainment.
- To provide opportunities for parents, children and the school to work together in partnership in relation to children's learning

Home learning at William Shrewsbury may take many different forms including half termly creative family projects, reading, spelling, number, research, drawing, etc. Good homework programmes are varied with a balance of interactive and independent activities.

Objectives of homework

- To extend school learning, for example through additional reading
- To consolidate and reinforce skills, understanding and knowledge, particularly in the basic skills of literacy and numeracy
- To develop an effective partnership between the school and parents and other carers so that these adults may also be involved with their children's learning
- To provide opportunities for parents and pupils to work together to enjoy learning experiences
- To encourage pupils to develop the confidence and self-discipline needed to study on their own and to help prepare them for secondary school.

Role of the class teacher

- To ensure the needs of individual pupils are taken into account
- To set regular home learning opportunities in an easily followed routine
- To ensure any home learning is purposeful
- To explain the home learning clearly and provide examples of how the work should be completed e.g. Maths calculation method to be used
- To reward and praise children who complete home learning tasks but not punish those who do not/ are unable to complete tasks
- To provide opportunities for all children to complete homework within school if home support is not available in KS2

The Role of the School

As a school, we recognise that it can sometimes be difficult for children to complete their homework at home. This may be for a variety of reasons. As children get older, it can be harder for parents to know how to support homework activities. The school will support this by:

- Providing guidance on how to complete and present specific homework projects (e.g. historical research)
- Giving parents guidance on how much homework will be given and when it is due in at Meet The Teacher meetings
- Providing support in specific subjects through curriculum evenings and Family Learning Initiative sessions
- Holding weekly homework and study clubs outside school time for Key Stage 2 children where a member of staff is available to support
- Providing advice and support for individual parents and children if it is needed
- Ensuring pupils have sufficient time to complete homework activities, so that participation in extra curricular and other out of school activities is not affected.
- Setting homework in a regular pattern whenever possible so that parents and children know when work should be done and handed in by.

Role of the Head teacher, Senior Leadership team and Governing Body

- To check compliance of the policy and review every 2 years
- To provide support for teachers to implement the policy
- To meet and talk with parents when appropriate
- To discuss with staff how far the policy is being successfully implemented
- Inform new parents so that they are aware of the home/school agreement and what it entails.

Role of the Parent / Carer

- To sign the home school agreement
- To support the school by ensuring that their child attempts the homework
- Where possible, to provide a suitable working environment for their child to carry out their homework
- To become actively involved and support their child with homework activities
- To make it clear they value homework and they support the school by explaining how it can help learning
- To work together with child on a joint project

The Type and Amount of Home Learning

Expectations will vary depending on age and the individual child, with tasks needing more independent study for longer periods of time the older they get.

At Key Stage 1, the main purpose is to develop a partnership with parents and involve them actively in their children's learning through a range of different activities. These might include games, practical everyday activities, spelling and reading. These encourage children to practise key skills in a supportive environment and talk about what they are learning with an interested adult or older sibling. The creative family projects are designed to be fun, collaborative opportunities for the whole family.

At Key Stage 2, children are beginning to develop the skills of independent learning and this increasingly becomes the main purpose of homework, although the support and help of interested adults remains crucial.

Special Educational Needs

Setting the right amount of home learning for children with special educational needs is not always easy. Teachers will differentiate the activity in the following ways:

- by giving a simpler or more practical task
- by giving a shorter task
- by outcome (expecting a different result)
- by additional guidance
- the use of ICT to support/provide a different recording medium

Teachers will try to give these pupils opportunities to succeed wherever possible. If parents or carers are concerned about homework for special needs children, it is important to raise this with the child's class teacher as soon as possible. We acknowledge that pupils with Specific Learning Difficulties learn best through a multi sensory approach. The planning of homework activities should take this into account and allowance should be made for amount/time spent/expected outcomes in order to meet these specific needs.

Catch-up Programmes and Intervention Groups

Children who are taking part in school based national catch up programmes for Literacy and Numeracy (such as Springboard) or Intervention groups for (Reading, Spelling or Maths) will have regular homework activities as part of the programme. These are carefully planned to support and consolidate the learning the children are doing and it is important that these activities are completed.

Basic Skills Statement

William Shrewsbury Primary School is committed to the development of the basic skills of Literacy and Numeracy for all its pupils and homework in these areas is seen as an integral part of this work.

Equal Opportunities

All children will have access to home learning opportunities but teachers are sensitive to the fact that some children have less support at home than others and may not have access to the full range of resources required to complete these tasks. In these cases, teachers may choose to provide time and resources at school to ensure that children are able to complete homework tasks e.g. at the Homework Club, at breaks, before school or at lunchtimes. Homework activities will be adapted to meet the needs of children with special educational needs.

Health and Safety

Children will not be asked to undertake any home learning activities that might be a health and safety risk.

This policy will continue to be developed and amended following feedback from stakeholder groups.

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Reviewed: May 2019 **To be reviewed:** September 2021

Appendix 1: Year group expectations and routines

	Literacy	Numeracy	Other Areas
Reception	Sounds learnt in the week sent home each Friday with tricky words as appropriate. Reading books sent home and replaced as required	As appropriate to planning, activities sent home. E.g. help children learn their numbers to 10	Family Projects.
Year 1	Reading books High frequency words and tricky words as spellings	Homework targeted at children who need to secure understanding. Individual basis.	Family Projects
Year 2	Weekly Reading books High frequency, irregular and regular and CEW words to read and spell	Homework targeted at children who need to secure understanding. Individual basis	Family projects
Year 3	6 spelling sentences weekly Reading of one book a week, including a book review.	One written piece per week	Family Projects
Year 4	Encourage 4-5 short independent reading sessions per week plus book reviews. Phonic related spellings.	Learning times tables - ongoing. One written piece per week.	Family Projects
Year 5	One written piece or activity per week Spelling research weekly. Reading at home nightly.	Learning times tables - ongoing. One written piece per week.	Family projects. Booster or support groups may have more
Year 6	One written piece/activity per week. Spelling list once per week with weekly test. Daily reading - children should complete journal activities regularly in their Reading Journals.	One activity per week. Booster or support groups may have 1 or 2 additional pieces as need. Learning times tables - ongoing.	Science - one activity per week. Mountains Project Summer term. SATs revision - all areas (SATs revision books)