



MONK FRYSTON AND SAXTON FEDERATION OF CHURCH OF ENGLAND PRIMARY SCHOOLS



Policy for Home Learning

“We aim to inspire a love of learning and provide the opportunities and encouragement for everyone to develop his or her full potential in meeting excellent standards of achievement and behaviour.”

“Homework” refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

The role of parents in their children’s education has long been recognised as a significant factor in educational success and school improvement (Epstein, 1996, EEF/ Sutton Trust 2012).

Research clearly documents that when parents actively participate in their children's education, achievement increases and attitude improves.

At Monk Fryston School we believe that home learning should be purposeful, and where possible fun, so that it does not become a chore. Research indicates that homework is less valuable when it becomes routine or more perfunctory. We feel that children should still have plenty of time after school to play and take part in other activities, or simply relaxing or undertaking activities to support their wellbeing.

The purposes of home learning:

- Consolidates and reinforces skills and understanding
- Exploits resources for learning, of all kinds, at home
- Encourages children, as they get older, to develop the self- confidence and discipline needed to study on their own.
- Enables an effective partnership between home and school.

For young children very short activities of different kinds provide an important opportunity to talk about what they are learning to an interested adult and to practise key skills in a supportive environment. It is the involvement of parents and carers in joint activities which is most valuable in promoting children’s learning.

Simple games, sharing a book and finding out about words or numbers are typical activities.

As children get older, home learning provides an opportunity for children to develop the skills of independent learning and this should increasingly become its main purpose. However, children are not expected to work in isolation and will always need the support and encouragement of an interested adult.

Reading

Regular reading is vital and should be a daily activity for all children. We value the love of reading and want to foster a real sense of enjoyment of reading as an activity, as well as learning decoding skills and accessing texts. For young children this may mean that the parent does the reading and the child talks about the story and the pictures. If a child does not bring a book home from school there are many opportunities to develop reading skills within the home – reading TV information, looking at maps, non-fiction, using the Internet or the many books that children have in their bedrooms but don't always have time to read!

The length of time that children are expected to spend on home learning may vary and increases as children get older.

Expectations

Foundation Stage:

In the early years we only expect that children will be involved in a small amount of formal home learning. We will send home phonic sounds to rehearse, and children may bring home books to read and maths games to play. We hope that parents will spend time with their children playing games, talking about books and about what they have been doing at school. Home learning should be fun and we do not expect tired children to sit still and work every night after a long day at school. Reading with a parent is very important as long as it is encouraging the child to love books and want to read and we hope that every child will experience a story every day – bedtime stories are the best way of promoting a love of books and enriching language.

KS1

Reading is a key daily activity and every child should spend 10 or 15 minutes reading time or sharing a book with an adult every day. Phonics should also be rehearsed regularly so that children can read with automaticity and access unfamiliar texts confidently. We also want to develop a sense of enjoyment in reading so that children see this as a pleasurable activity.

In Years 1 and 2 we would expect children to spend approximately 1 hours on home learning spread over the week (predominantly reading).

In Year 2, the class teacher may send home a variety of literacy or numeracy tasks or games (lasting 10 to 15 minutes each) and other activities relating to topic work or work currently being covered in class. We expect that children will spend approximately 1 ½ hours on home learning.

We expect the same high standards of presentation for home learning as in other areas of school work.

If they are required to record/write children should use a pencil or blue ink (as directed by the teacher) in the home learning book or sheet provided or plain A4 paper.

KS2

Reading continues to be a key daily activity for all children. Even though children may be confident and fluent readers, it is important to develop inference, understanding and comprehension skills. They should practice their fluency and enjoy reading. Reading with an adult, and listening to an adult model reading, is important to ensure that these higher order

reading skills are practised and more demanding texts are accessible and understood by the child.

Children will be expected to be more independent in their home learning and take responsibility for completing the tasks and submitting the work on time.

Years 3 and 4:

In Years 3 and 4 we would expect children to spend approximately 2 hours spread over the week on home learning (including reading).

Teachers will set a variety of literacy and/or numeracy tasks with occasional assignments in other subjects or related to topic work. Spellings or handwriting tasks will often be set; we often expect spellings to be written within the context of a sentence to aid memory and understanding.

Years 5 and 6:

In Years 5 and 6 we would expect children to spend approximately 2 hours spread over the week on home learning (including reading).

Teachers will set home learning tasks to include literacy and numeracy and sometimes topic work. Spellings to learn will be a regular task. Home learning tasks will usually relate to work covered in class, to consolidate and practise skills freshly taught or to refresh old ones.

For all years:

We expect the same high standards of presentation for home learning as in other areas of school work.

If they are required to record/write children should use a pencil or blue ink (as directed by the teacher) in the home learning book or sheet provided or plain A4 paper.

Home learning should not place heavy demands on class teachers in either preparation or marking. Teachers will set activities for the class or groups but not individuals, except in specific cases. Teachers will acknowledge all home learning, and may give verbal feedback, digital acknowledgement or written marking.

Children of all ages should be encouraged to check their understanding of home learning tasks with their teacher when the task is set and raise any difficulties or lack of understanding immediately.

If a child has difficulty with the home learning it should be stopped when they are becoming frustrated and certainly after 20 minutes and the difficulty reported back to the teacher.

Home learning will not be set to cover work that has been missed while a child has been on holiday. Children who are absent from school through illness will not be expected to complete home learning as they should focus their energy upon recovering so that they can attend school at the earliest opportunity.

Teachers will ensure that sufficient time is given to enable every child to complete the task taking into account the fact that parents vary in the time they have available to support home learning. Where possible a regular pattern will be established to ensure predictability. Class teachers will inform parents about weekly routines and expectations on a termly basis.

Every effort should be made by children to complete home learning tasks at home. Children who are unable to complete home learning within the required time frame may be asked to complete it during breaktimes in school. If this becomes a persistent problem, teachers may speak with parents to explore the problem further and find an agreeable solution.

Monitoring & Evaluation:

The effectiveness of this policy will be monitored regularly by the senior leadership team. The LGB will evaluate the impact of the policy through parental and pupil feedback, and the learning and progress of pupils throughout the school.

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