



LEAVESDEN GREEN JMI SCHOOL AND NURSERY

HOME LEARNING POLICY

Autumn 2015

Introduction

Homework is important at all stages in a child's education, when used properly. Recent research suggests that the effect of homework on children's progress is minimal; 0.29 (Hattie, 2009). In order to make homework more effective, we are adopting the approaches outlined in this policy and refer to homework as 'home learning' and are a combination of a traditional '*consolidation*' approach and a '*preview*' approach.

Consolidation is a task which the children have learnt at school and practise at home. *Preview* learning is a task which is set in advance of the children learning in school. This strategy provides the children with an opportunity to explore a topic and demonstrate their prior knowledge and understanding.

Home Learning makes the greatest contribution to learning when:

- It reflects what is going to be taught in class in the coming weeks (*preview*)
- Tasks are carefully planned to support progression in learning in the classroom
- There is consistent practice across school in setting, managing and responding to home learning
- Pupils and parents are clear about what it is that they need to do
- Parents and carers are treated as partners in their children's learning
- There are high expectations for the completion of preview learning as it will impact on learning in class
- Pupils will be given time to share or make use of their preview learning in the classroom
- There is a designated time in school for those who need it to undertake the preview learning if this is not possible in the home environment. This will be run by Mrs Dalton, the Deputy Head, on Monday lunchtime. Mrs Debono, the Family Worker, will target vulnerable children to ensure that they are completing home learning and provide support when necessary.

The purpose of home learning

Home learning:

- prepares children for the learning in class, placing the child at an advantage, so that deeper learning and mastery can take place in school;
- develops an effective partnership between schools and parents and other carers;
- enhances in-school learning;
- enables the teacher to build upon the different starting points of each and every individual child;
- enables children to be resourceful and creative.

The purpose of home learning changes as the children get older:

- For children in Foundation stage it develops a partnership with parents or carers, and involves them actively in children's learning.
- For children in Key Stage 1, this builds to include short activities of different kinds; simple games, learning spellings and number facts and, of course, reading together provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.
- For Key Stage 2 children home learning provides an opportunity for children to develop. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. The children will also see a greater purpose in completing preview learning as it will aid their school learning.

- By the time children reach Year 6 their home learning programme should cover a wide range of tasks and curriculum content, with a regular weekly schedule. It should be a combination of pre learning and consolidation of learning, to reflect the homework expectations of secondary school. This approach will benefit their learning and also ensure that, in relation to home learning as much as to other aspects, their transition to Year 7/secondary school is as smooth as possible.

The main focus of home learning will be on literacy and mathematics, which may be underpinned by the class theme or topic. Science and other subjects are added to the programme where the teacher feels it is relevant, without losing this focus on literacy and mathematics.

Reading

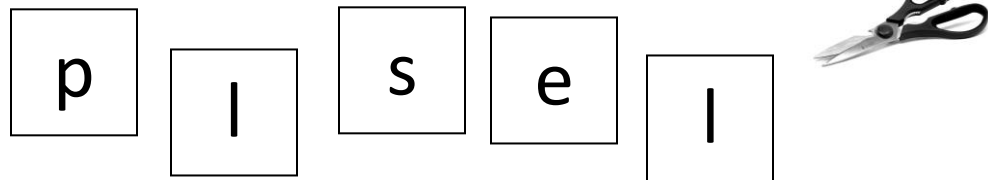
Regular reading is essential for all children. All children should either read to or with a family member on a daily basis. If they are fluent readers, children may prefer to read on their own for at least 10 to 20 minutes a day. Even fluent readers will need to discuss what they have read to an adult regularly so that a deeper understanding of a text can be achieved. If your child is tired or struggling with the text, your child will still benefit from listening to an adult read the text.

Following a reading session at home, the reading record should be signed and where appropriate a comment made for the teacher or Learning Support Assistant to read.

Literacy home learning

Children are expected to learn to spell given lists of words at home in Y1 to Y6. Below are some key strategies for parents to help their child to learn to spell new or tricky words:

Write the work on a strip of paper. Say the letter names with your child. Cut the strip of paper into individual letters and mix the letters up. Ask your child to rearrange the letters in the right order. Cover the whole word up and ask your child to write the word without looking.



Mnemonics is a learning technique that aids information retention in the human memory. For a tricky word, represent each letter of the word with another word starting with that letter to make a silly sentence, for example, to spell the word 'because' you could make up a sentence such as 'big, elephants, can't, use, small, exits'.

Using the strategy of 'Look, Say, Cover, Write, Check'

Looking for words within words, for example noticing that 'rat' is within 'separate'.

There are many other ways in which parents will be able to support their child and are advised to speak to the class teacher for other strategies.

In Reception, phonemes are sent home as the children learn them in school, along with strategies and ideas for games that you can play with your child to help them to read and write the sounds.

In Key stage 2 grammar and written tasks, based on work covered or to be covered in class, will be set on a weekly basis in addition to weekly spellings. Typically Spelling, Grammar and Punctuation home learning will be *consolidation* tasks and based on learning that has already taken place in the classroom, except in the case where a teacher sets an investigatory task to introduce a learning concept to the children. All other literacy home learning will be *preview* learning.

Mathematics home learning

This includes the learning of number bonds and time tables in Y1 to Y4. It is a government expectation that children will know all their times tables and number bonds by the end of Y4. This is *consolidation* learning.

In Key Stage 2 home learning also includes opportunities to build on prior learning and prepare for their new school learning where they can practise and gain a deeper understanding of a previously learned skill in order to take their learning further. Mathematics home learning will be *preview* learning.

Frequency and Amount

All home learning given follows a regular timetable.

Year group	Type of home learning	Time allocation
N	<ul style="list-style-type: none"> Firm foundation activity packs Library books Learning Talk 	Starting in the Spring Term; Weekly 3 times a week Weekly; See school newsletter
R	<ul style="list-style-type: none"> Library books (to be read to the child by the parent) Reading books (to be read by the child) Phonics Mathematics Learning Talk 	Changed twice per week, recommended 10mins daily Changed three times per week, recommended 10mins daily Weekly on Reception newsletter, 10mins daily Weekly on Reception newsletter, 10mins daily Weekly on school newsletter
Y1	<ul style="list-style-type: none"> Reading Spellings Mathematics or Literacy Learning Talk 	Recommended daily; 10mins Recommended daily; 5mins Weekly; 15mins Weekly; See school newsletter

Y2	<ul style="list-style-type: none"> • Reading • Spellings • Mathematics, Literacy/Topic • Learning Talk 	<p>Recommended daily; 10mins Recommended daily; 5mins Weekly; 20mins Weekly; See school newsletter</p>
Y3	<ul style="list-style-type: none"> • Reading • Spellings • Mathematics and/or Literacy • Learning Talk 	<p>Recommended daily; 10mins Recommended daily; 10mins Weekly; minimum of 30mins per week Weekly; See school newsletter</p>
Y4	<ul style="list-style-type: none"> • Reading • Spellings • Mathematics and/or Literacy • Learning Talk 	<p>Recommended daily; 15mins Recommended daily; 10mins Weekly; minimum of 30mins per week Weekly; See school newsletter</p>
Y5	<ul style="list-style-type: none"> • Reading • Spellings • Mathematics • Literacy • Learning Talk 	<p>Recommended daily; 20mins Recommended daily; 10mins Weekly; minimum of 30mins per week Weekly; minimum of 30mins per week Weekly; See school newsletter</p>
Y6	<ul style="list-style-type: none"> • Reading • Spellings • Mathematics • Literacy • Science or topic • Learning Talk 	<p>Recommended daily; 20mins Recommended daily; 10mins Weekly; minimum of 30mins per week Weekly; minimum of 30mins per week Weekly; minimum of 30mins per week Weekly; See school newsletter</p>

All home learning set on a weekly basis will be given on a Thursday.

All home learning set on a weekly basis is expected to be handed in on a Tuesday.

All home learning will be acknowledged by the class teacher or learning support assistant.

Holiday Home Learning

In advance of each half term we will distribute the following half term’s curriculum letter. If you wish to complete holiday home learning you are invited to investigate and learning for the coming half term.

Special educational needs

Those children with identified special educational needs will benefit from special tasks separate from the home learning set for other children in the class in accordance with the targets set on graduated plans. As far as possible they will be given the same area of home learning as their peers but where this is not possible, your child's class teacher will discuss this with you.

The role of parents and carers in supporting pupils

Parents and carers should, in the Government's view, be encouraged to provide a reasonably peaceful, suitable place in which the children can do their home learning alone or, more often for younger children, together with an adult.

The parents and carers of younger children, in particular, are encouraged, as far as possible, to become actively involved in joint home learning activities with children. To help them in this they may need careful guidance from class teachers.

It is an expectation that home learning is completed. If home learning is not completed by Monday, children will attend the home learning session with Mrs Dalton at lunchtime. If a child's reading record has not been signed at least **four times** in a week, they will stay in to read during a Thursday playtime.

If home learning is not consistently completed on a regular basis, the class teacher will contact the parents of the child to arrange a meeting. Where necessary, the school's family worker or a member of the SLT will become involved to support the family further.

If your child requires resources to complete a home learning project please speak to the class teacher.

All home learning will be acknowledged by the class teacher or learning support assistant.

September 2015