

SALTFORD CHURCH OF ENGLAND PRIMARY SCHOOL



Home Learning (Homework) Policy

ETHOS STATEMENT

It is the aim of the Governing Body of Salford Primary School to support the implementation of policies and procedures which develop the skills our children need to achieve our vision of:

“Caring for our community”

Introduction

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

Rationale for Home Learning and Homework

Home Learning is a very important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see Home Learning as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners and we believe that doing Home Learning is one of the main ways in which children can acquire the skill of independent learning.

Home Learning plays a positive role in raising a child's level of attainment. However, we also 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 encourage them to make maximum use of the opportunities available outside school.

Aims and objectives

The aims and objectives of Home Learning and 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 enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- 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.

Types of Homework

Staff and pupils regard Homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. The projects are planned to support the children's study focus, curriculum expectations or core learning skills from school.

The projects will also aim to cover a variety of subjects and allow the children to express themselves in a variety of ways. Although children will be given books or folders to capture homework, this is not because we expect every project to be written. We want this experience to give children an opportunity to express themselves in a variety of ways, e.g. making models, doing something practical etc. Children are encouraged to share photos in their books or bring their work into school.

In addition we set a variety of other Homework activities. This can include reading with the children, learning spellings or practising maths skills such as times tables. We can give guidance on how to best support their children with a range of Homework activities through our termly class letters and on our website.

As children progress through the school there might be opportunities where we set additional tasks to support children with different aspects of the curriculum. We will always inform parents/carers when additional tasks are being set.

Across all key stages, teachers might make use of online learning resources such as Doodle software and TT Rockstars, and these will be saved on to each year group's individual page on our website. Children who do not have access to the internet will be given alternative 'paper' Homework if necessary. Teachers will ensure that homework completion is effectively monitored.

More about Doodle software – maths, tables, English and spelling

Doodle is an award winning programme that has been proven to help children make big improvements in their ability and confidence. It is fun and engaging. It also learns what your child's strengths are, what they need to work on and then builds a programme just for them. Parents can be involved at home by using the parent connect app and the Parent Dashboard to track their progress. This is discussed in more detail at the welcome meeting for each class at the start of the year.

Homework completed well is acknowledged and praised. There may be issues arising from the tasks, which the teacher will follow up in lesson time. We know children and parents appreciate feedback and staff will ensure they plan opportunities for this into the week and also feedback to parents on consultation evening or at other times.

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.

Homework at different Key Stages

An overview of this is reflected in Appendix One of our Home Learning Ladder which is at the end of the policy.

How do you know what homework the children will be receiving:

In September you have a welcome to the class meeting (Foundation Stage parents have a welcome meeting in Term Six followed by English and Maths presentations in Term One and Two) which is accompanied by a set of slides and a welcome letter – all of which outlined homework that will be set and all the details. This presentation also contains a guide for the year ahead as to what is taught when in all subjects. The class page also contains information with regards to the homework set. A letter is sent to you at the beginning of Term Three and Five also outlining homework expectations. Homework is always set so the children have the timescale to complete this. Some of our year groups use online platforms such as Tapestry and Seesaw to set their homework.

Homework at Foundation Stage

- Pre-school starters are encouraged to complete 'All about me' section of Tapestry to share when they start school and are asked to send in a family photograph and complete a Chatterbag to share with their new teacher.
- Reading is the principal form of Homework for Foundation Stage children. From October, children receive three books from the school reading scheme, changed when required at two points over the week, with additional opportunities to choose a range of allocated books from a range from the online Phonic Bug Club series. We have always encouraged parents and children to share books, and the value of this shared reading cannot be over emphasised. It is also important to read a wider range of fiction, non-fiction and poetry books to broaden their reading diet. The school recommends that a reading activity takes place daily – even if this is for a short period.
- From Term 3 children will receive a weekly spelling list linked to their own progression through the phonics phases, based on in-class assessments, to learn at home.
- Home learning projects are also provided to link up with topics and are celebrated in school – these contain a range of curriculum areas including maths.
- We also use Tapestry software to share learning at school and provide opportunities to share learning from home also.
- For each new topic, a list of key vocabulary and recommended texts are provided.
- Children are also provided with log ins to Teach Your Monster to Read and Doodle Maths in Term 1 and Doodle English in Term 3 to supplement the learning of basic skills in phonics, maths and English.

Homework at Key Stage One

- Reading homework continues to be the highest priority when entering Key Stage One with the continued expectation of daily reading and opportunities twice weekly to change books.
- Reading comprehension questions linked to the different book bands are placed in children's reading records to support parents.
- Weekly spellings linked to phonics progress and year group spelling patterns, and yearly common exception word lists are given out and tested. The use of Doodle Spell and Doodle English is also encouraged.
- In Year One Maths, we encourage children to practise counting to 100, in steps of two, five and ten, recalling pairs of numbers which add up to ten and twenty. The school recommends undertaking practical tasks such as board games where the children must count on and back, creating artwork using different shapes, weighing ingredients for cooking, paying for items in shops and telling the time.

- All children are provided with a Doodle Maths and a Numbots/TT Rockstars login. Children are encouraged to work regularly on Doodle Maths. They are rewarded for being in the green zone each week.
- Year 2 children are also expected to write five sentences per week using the spellings they have learnt.
- Year Two children work through early maths clubs, practising mental addition, subtraction and calculation and then move on to times tables. Children are encouraged to work regularly on Doodle Maths and TT Rockstars to practise times tables.

Homework at Lower Key Stage Two

- Children in LKS2 should continue to read daily either to an adult, with an adult or read to themselves, recording all reading activities in their reading planner which is checked regularly by their teacher.
- Where children are consistently not reading at home or there is no evidence of reading in their planners, a reminder will be added to the planner in the first instance. If the lack of reading continues thereafter, a supportive conversation will be had with parents. Comprehension continues to be a priority with parents encouraged to ask a range of questions, including those linked to new vocabulary, inferring meanings, predicting, explaining, retrieving or summarising. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction.
- Weekly spellings link to lessons taught and parents are encouraged to support their children in the learning of these spellings and how they can be written in context as a sentence. Children are then tested on these spellings in class.
- Times table, moving to 55 club are also tested weekly. The use of TT Rockstars is encouraged to practise times tables. This is especially important in Y4 as the children will be expected to know their times tables up to 12 x 12 by the end of LKS2.
- Children will be expected to use Doodle Maths regularly at home and the use of it will be monitored by class teachers. The expectation is that the children earn 30 stars over three different sessions. This is to allow the maths algorithm to work most effectively for your child. Where this is not completed a maths homework sheet will be completed in school which is based on mixed problems.

Homework at Upper Key Stage Two

- Year 5 and Year 6 children will be set tasks on a weekly basis. These tasks may cover any of the nine areas of the National Curriculum. They are designed to take no more than 30 minutes each night, and the child will have the responsibility to decide when in the week these tasks will be completed. It should also be noted that Reading and the development of Research Skills will be important aspects of homework for our older children.
- Children should be reading a minimum of 20 minutes on a daily basis. Children in Key Stage 2 are responsible for filling in their reading record every day and making sure it is in school. Where children are consistently not reading at home or there is no evidence of reading in their planners, a reminder will be added to the planner in the first instance. If the lack of reading continues thereafter, children will be asked to give up some of their break/golden time to read.
- Weekly spellings link to lessons taught and are tested in class and times tables are used in maths lessons regularly.

- The use of TT Rockstars is encouraged to practise times tables and regular interclass competitions are set
- Children in Year 6 will also receive written weekly maths homework on seesaw, which reinforces previous learning. Children will be expected to use Doodle Maths regularly at home and, in Y5, the use of it will be monitored by class teachers and where this is not completed, a sheet will be sent home to be completed.
- Transitions projects will also be set – for example a Summer reading project as children progress from Year 5 into Year 6.

Amount of Homework

As they move through the school, we increase the amount of time we expect children to spend on Homework. Our expectations are simply guidelines and we recognise that children learn at different paces and that tasks will therefore take different amounts of time. **This is reflected in Appendix One of our Homework Ladder which is at the end of the policy.**

Inclusion – including more able

We set Homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting Homework for pupils who are named on the register of special needs, we will offer support, guidance and, if required, additional or substitute tasks so that the child can access the Homework opportunities. Where a child is more able – the class teacher will discuss the homework as part of the first consultation evening – doodle software and a variety of software and other additional links and projects will provide additional rich learning experiences. We value and celebrate the diversity of our pupils, their families and society and we appreciate the enrichment that this brings to our Homework experiences.

The role of Parents/Carers

Parents/Carers have a vital role to play in their child's education, and Homework is an important part of this process. We ask parents/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 is necessary, and to provide them with the sort of environment that allows children to do their best. Parents/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 tasks that their child is completing.

If parents have any questions about Homework, they should, in the first instance, contact the child's class teacher (either personally or by writing a note/email to the class teacher). If their questions are of a more general nature, they should contact the Head Teacher or Deputy Head Teacher. Finally, if they wish to make a complaint about the school Home Learning policy then this should be discussed with the Head Teacher in the first instance.

Advice and guidance on how parents/carers can support Home Learning is available to download from the DfE at:

www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00142-2010

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, our teachers 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 some sites which can support children's learning. Parents are advised always to supervise their child's access to the internet. **This is reflected in Appendix Two of our Homework Ladder which is at the end of the policy.**

Related Issues

What about parents who want to discuss homework or children who don't complete homework?

The expectation is that children will complete homework. If there are any problems with children not completing homework then the teacher will speak to the child and parents to find out why or vice versa. Parents can arrange to discuss homework with the class teacher face to face, via email to ask the teacher to phone them and at consultation evenings.

Homework for children who are ill

It is felt that children who are ill should not normally be expected to do work at home. However, there may be occasions when the child feels well but is unable to attend School because of the risk of spreading an infection etc. In this case we would ask that the parent contact the individual class teacher, who may set homework if they feel it appropriate.

Individual Homework

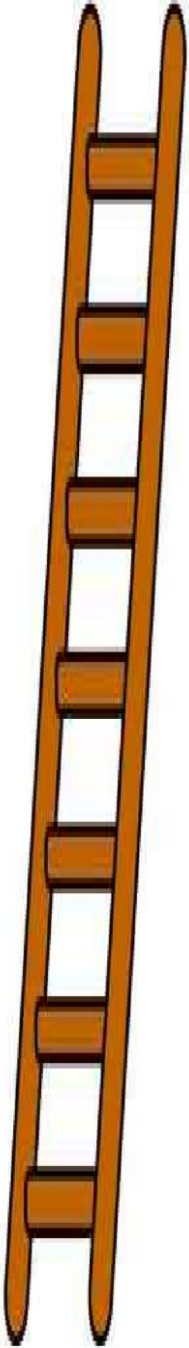
Key Stage 2 children will only be given homework on an individual basis when the class teacher feels it appropriate. This may be when the child has not completed tasks set out at School or, perhaps, may seek to redress an area of weakness. It is not intended that the following proposals should affect this kind of practice. However, for these reasons, different children may have varying amounts of homework.

Monitoring and review

The Senior Leadership Team is responsible for coordinating and monitoring the implementation of this policy.

It is the responsibility of our governing body to agree and then monitor the school Home Learning/ Homework policy. This is done by the committee of the governing body that deals with our curriculum.

APPENDIX 1: THE HOMEWORK LADDER



YEAR 6 (Recommended 'Set' Home Learning = 2.5 hours)

- Daily Reading and discussion (minimum 20mins daily)
- English
- Maths
- Spellings
- Multiplication (including TT Rockstars) Tables Practice
- Doodle Maths
- Revision work (including Science)

YEAR 5 (Recommended 'Set' Home Learning = 2.5 hours)

- Daily Reading and discussion (minimum 20mins daily)
- English
- Maths
- Spellings
- Multiplication (including TT Rockstars) Tables Practice and Doodle Maths

YEAR 4 (Recommended 'Set' Home Learning = 1.5 hours)

- Daily Reading and discussion (minimum 20mins daily)
- Spellings
- Multiplication (including TT Rockstars) Tables Practice and Doodle Maths

YEAR 3 (Recommended 'Set' Home Learning = 1.5 hours)

- Daily Reading and discussion (minimum 20mins daily)
- Spellings
- Multiplication (including TT Rockstars) Tables Practice and Doodle Maths

YEAR 2 (Recommended 'Set' Home Learning = 1 hour)

- Daily Reading and discussion - parents are encouraged to comment in Reading Records
- Spellings & Common Exception Word Practice including spelling sentences.
- Maths Club and Multiplication (TT Rockstars) Tables Practice
- Doodle Maths

YEAR 1 (Recommended 'Set' Home Learning = 1 hour)

- Daily Reading and discussion - parents are encouraged to comment in Reading Records
- Spelling & Common Exception Word practice
- Doodle Maths

EYFS (Recommended 'Set' Home Learning = 30 – 45mins)

- Daily reading and discussion – parents are encouraged to comment in Reading Records
- Home Learning Projects linked to topics
- Key vocabulary/ texts for each new topic
- Weekly spellings walls from Term 3
- Tapestry to link home and school learning
- Teach your Monster to Read and Doodle Maths from the end of Term One.
Doodle English from Term 3

NB: The timings shown in this ladder indicate the recommended time for 'set' Home Learning. We recommend that time is spent, wherever possible, to read with children as often as possible

APPENDIX TWO: ONLINE LEARNING

At Saltford School we offer a range of online activities that can support your children in their English and Maths learning. These can be used as additional support for your child to help them with their educational development. Please see below for addresses and log in details.

Maths

Times Table Rock Stars: <https://play.ttrockstars.com/auth/school/student> (Y2 – Y6) Individual log in details have been provided by your child's class teacher. Please get in touch if you have not received these.

Oxford Owls: <https://www.oxfordowl.co.uk/for-home/> An excellent free website with a range of maths and English games and books for children and support and advice for parents.

Doodle Maths: <https://www.doodlemaths.com/> A resource which provides children with a targeted programme of activities based on their prior knowledge to reinforce their understanding of concepts covered in school.

English

Spelling Shed: <https://play.spellingshed.com/#/login> Individual log in details have been provided by your child's class teacher. Please get in touch if you have not received these.

Phonics: www.phonicsplay.co.uk (EYFS, Y1 and 2) This is a free website with a range of games that support the learning of phonics and key words.

Teach your Monster to Read: <https://www.teachyourmonstertoread.com/> (EYFS, Y1 and 2) A free game that encourages children to read using their phonic knowledge.

Oxford Owls: See information above.

As well as the above, our maths and English sections of the website also contain a range of learning links to support children: <https://www.saltfordschool.org.uk/curriculum/>

Mr Godwin (Maths Leader) & Miss Davis (English Leader)