



Layfield Primary School

Home Learning Policy

January 2020

Review date: January 2021

1. Introduction

1.1 Research shows that there is a link between home learning and high standards. At Layfield Primary School we place an emphasis on how home learning helps our pupils to learn, develop and make good progress.

2. Purpose of home learning

2.1 We believe that there is enormous advantage in children spending regular periods of time on different learning activities as part of a home learning programme which supports the work they do in school. National guidelines from DfE and Ofsted look at whether home learning is used effectively to reinforce and/or extend what is learned in school.

- Home learning should be part of an effective partnership between the school and parents in pursuing the aims of the school.
- Home learning should consolidate and reinforce skills and understanding, especially in literacy and numeracy.
- Home learning should exploit resources for learning, of all kinds, at home.
- Home learning should extend school learning, for example through additional reading.
- Home learning should encourage pupils to develop the confidence and self-discipline needed to study on their own, be fun, and prepare them for the requirements of secondary school.

2.2 The Governors and staff of Layfield Primary School recognise the need for children to have time to follow out of school interests and family activities. Staff plan home learning activities and provide time allocations which allow for these important things to take place. This has been particularly important when deciding on the days when home learning will be set and collected.

2.3 We believe it is important that children of all abilities, including those with special educational needs or who are gifted and talented, are provided with home learning that meets their needs and provides appropriate challenge. There will be occasions when individuals or groups of children may benefit from specific tasks separate from the home learning set for other children in the class.

2.4 At Layfield Primary we believe that all class work is important and that children benefit from completing tasks. Staff seek to encourage children in the development of habits that support this, and whilst adequate time is provided during lessons to complete work, occasionally it may be necessary for children to complete unfinished class work at home.

3. Role of parents and carers in supporting pupils

3.1 Parents and carers should be encouraged to:

- provide a reasonably peaceful, suitable place in which a child can do home learning.
- make it clear to their child that they value home learning and support the school in explaining how it can help their learning.
- encourage children and praise them when they have completed home learning .
- give due importance to non-written tasks such as hearing reading and assisting in the learning of times tables and weekly spellings.
- keep staff informed of any changes in the child's circumstances which may affect their learning.

4. Role of school staff

4.1 Teachers will:

- provide a range of home learning tasks and activities to reinforce, practice, consolidate or extend learning in class.
- ensure that children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually according to their ability.
- communicate with parents, keeping them informed of children's progress, projects and topics to be studied and developed, and individual targets which have been negotiated.

- provide feedback to children about their home learning so that they know how well they have achieved and how they can improve. This may not always happen through written comments. Sometimes work will be discussed with children.
- try to ensure that home learning contains examples, where appropriate, to help children and parents understand the task.
- ensure that if a child is absent, that a copy of the home learning will be put into their tray ready for when they return. A spare copy will be put in a home learning folder in the classroom. It is the child's responsibility to make sure that they get their home learning on their return and find another copy if they mislay their copy.

5. Role of pupils

5.1 Pupils are expected to:

- make full use of all the opportunities they are presented with.
- tackle home tasks promptly and with a positive attitude.
- take pride in presentation and content, acknowledging the high personal standard expected.
- be organised so that necessary books and equipment are not left at school.
- take responsibility for handing in the completed task on the agreed day.
- ask for help (from parents or school staff) if they cannot understand a task when they start working on it at home.

6. Recommendations for home learning

6.1 The DfE provides the following guidance with regards to activities and time allocated to home learning:

Years 1 & 2: 1 hour per week

- reading with parents or carers
- informal games to practice mathematical skills

Years 3 & 4: 1.5 hours per week

- reading
- preparing a presentation to the class
- finding out information
- making something
- trying out a simple scientific experiment
- cooking

Years 5 & 6: 30 minutes per day (2 ½ hours per week)

- activities as above

7. Home Learning Guidelines

7.1 At Layfield Primary we set home learning in line with DfE recommendations for type of activity and allocated time.

Nursery

The Nursery teacher offers advice and recommendations as to ways in which parents/carers can support their child's learning at home. Parents will be advised of this each half term. Opportunities for home learning are provided – these are fun, investigative and creative activities that will encourage learning in all areas of learning.

	Reading	Spelling	English	Maths	Topic
R	Children should read regularly	Phonics tasks Action words	A Maths and/or English activity or task is set on a Friday and must be		Homework from other subjects

<p>Year 1 Year 2 Year 3 Year 4 Year 5 Year 6</p>	<p>at home (at least 3 times a week) using the schools reading scheme books, library texts plus their own books or books borrowed from the public library. Parents are asked to listen to their child read, support them with tricky words and comprehension questions to further their understanding of what they are reading, and encourage the use of dictionaries to find out what new words mean.</p>	<p>High frequency / keywords</p> <p>Spellings should be regularly practised at home, using the word lists from the National Curriculum for the appropriate year group. Children are expected to use these words in their writing, but will also be periodically tested in school.</p>	<p>completed and returned by the following Wednesday.</p> <p>Children should regularly access TTRockstars and NumBots during the week in order to practice basic maths skills and times table activities and tasks.</p> <p>Spelling, Punctuation and Grammar (SPAG) activities may also be set.</p> <p>Children should regularly practice times tables, including being able to recall the corresponding divisions. By the end of Year 3, children are expected to be fluent with the 2,3,5 and 10 times tables, By the end of Year 4 they should be fluent in all the times tables to 10.</p>	<p>such as art or PE may be included from time to time during the year.</p>
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