

# ABBEYS PRIMARY SCHOOL



*Aim, Aspire, Achieve @ Abbeys*

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## Home Learning Policy

Date of policy: May 2018  
Review Due: May 2020

## **Abbeys Primary School** **Home Learning Policy**

### **Introduction**

At Abbeys Primary School, one of our key aims is to work in partnership with parents. Home learning enables parents, children and the school to work together in partnership, to ensure that opportunities for quality extended learning exist beyond the classroom environment. Through home learning, children are encouraged to develop the responsibility, confidence and self-discipline needed to study independently, whilst parents gain an understanding of what their children are learning in school. Additionally, home learning in Year 6 prepares children for the transfer to secondary school.

Home learning tasks and activities need to be creative, fun, open and link to the learning done in class, so they serve the purpose of consolidation and reinforcement of learning.

This policy sets out to underline the positive expectations and ethos of the school for each child to try their best and take pride in everything they do and learn. It reflects the school's high levels of expectation in all areas of the curriculum and acknowledges equal opportunities regardless of gender, race or ability.

### **Aims of our Home Learning Policy**

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.
- To use homework as a tool to help to continue to raise standards of attainment.
- To reinforce work covered in class by providing further opportunities for children to practise or consolidate skills and knowledge, especially in Literacy and Numeracy.

### **The role of the school**

- To provide parents with a clear policy regarding homework.
- To ensure the policy is fully and consistently followed.
- To provide support for parents with information about homework.
- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To mark and give feedback about homework.
- To be available to talk to parents and children about homework.
- To inform parents if there is a problem regarding homework.

## **The role of parents and carers**

- To support the child in completing homework.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.

## **The role of the child**

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of work in class.
- To hand homework in on time.
- To take on board any feedback about homework.

## **Homework in Early Years Foundation Stage**

Learning together is the emphasis for children in the EYFS. The activities are Literacy based with a strong emphasis on reading together. It is an ideal time to lay the foundations for continuing work at home. Starting in the Autumn term and continuing all year, the main emphasis is on reading at home, as well as recognising, reading and writing phonic sounds and key words. Parents will be encouraged to help their child point to the words as they are being read. Discussing the story and the characters and asking questions about the book will help with children's understanding of language.

## **Homework in Key Stage 1**

For children in Key Stage 1 we encourage parents to work together with their child to support them with their homework. The emphasis remains on Literacy and Numeracy skills, but we include ways in which children can be supported with Topic work, with cross-curricular links, such as History or Geography.

## **Reading**

Reading on a regular basis is vital when children are in Year 1 and 2. Children will bring their reading books home every evening and the role of the adult is to listen and support them. Children will have a reading record in their Home-School Planner which parents/carers should sign or comment in each time they read with their child.

## **High Frequency Words**

Children will have daily Read Write Inc phonics sessions throughout Key Stage 1 which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children should take home some words to read, write and learn. Parents should be reminded to help children to learn high frequency words by practising them regularly and often, and finding them in their reading.

## **Numeracy**

Numeracy home learning will be linked to key skills that children should have in place by the time they leave Key Stage 1. Parents can support their child by giving them lots of opportunities to practise these skills. Computer-based learning using MyMaths can be completed independently at home, or given as a paper sheet if children do not have access to online learning tools.

## **Homework in Key Stage 2**

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents are reminded to support their children, but good habits of independent study should also be encouraged.

The main focus for homework in Key Stage 2 continues to be Literacy and Numeracy. However, children will be given more varied tasks in other areas of the curriculum to fit in with the current topics being taught.

## **Reading**

Children may read to an adult, with an adult or read to themselves in the presence of an adult. They should be encouraged to read all types of texts including non-fiction. Children in Key Stage 2 are responsible for regularly recording reading in their Home-School Planner and making sure it is in school each day.

## **Literacy**

This will be based around what the children will be learning in class. The work could be based on spelling, punctuation or grammar. They may be asked to read something and answer questions. Sometimes the task will be a piece of writing where they will use and apply skills from their class work.

## **Numeracy**

This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work. Children will be asked to make sure they know their tables by heart up to 12x12, and use the MyMaths online learning programme to complete allocated tasks.

## **Other Areas**

The half-termly Pick and Mix homework sheet for each year group will be linked to the topics being taught in class, and include some element of choice for children. Children will be expected to pick homework tasks which provide challenge and breadth, including research or creative activities.

The nature of this work may be more open-ended or investigative than in other areas.

## **Homework expectations**

The expectation is that children will complete homework and submit it on time. Teachers will keep records of children completing homework and these records should be checked on a regular basis. If there are any problems with children not completing homework then the teacher will speak to parents to investigate further. If a child has not completed their weekly homework, they will be asked to join a weekly lunchtime Homework Club session in order to do this.

## Marking of homework

Teachers will mark children's homework in accordance with the school's marking policy. Generally the work will be marked to show how it has met the teacher's expectations. Sometimes the work will be 'quality marked' in more detail and comments about future progress are added to the work. Teachers are not obliged to mark homework that is handed in late.

## Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within a child's family. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spellings and learning times tables.

The following are Government recommendations as appropriate time allocations for homework activities:

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

**Minimum** suggested time for **weekly home learning** per year group. In addition there should also be daily reading and weekly spelling investigations set.

Early Years Foundation Stage	20 minutes	+10 mins daily reading	+ Keywords to learn
Year 1	30 minutes	+10 mins daily reading	+ Keywords to learn
Year 2	40 minutes	+10 mins daily reading	+ spelling investigation
Year 3/4	1 hour	+20 mins daily reading	+ spelling investigation
Year 5	1 hour 30 minutes	+20 mins daily reading	+ spelling investigation
Year 6	2 hours	+20 mins daily reading	+ spelling investigation

Home learning must be valued, displayed and shared. Part of the role of the Headteacher and Governing Body will be to monitor how the Home Learning Policy is implemented and followed.

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