



Holbrook Primary School

Home Learning (Homework) Policy

The purpose of Home Learning

Home learning helps pupils to develop the skills and attitudes they will need for successful lifelong learning. Home learning also supports the development of independent learning skills, and provides parents with an opportunity to take part in their children's education.

How long should a child be spending on homework?

We expect all our pupils to engage in reading activities every day. This includes reading to others, being read to and reading independently, including carrying out research into the topics they are covering in class.

Government guidelines [Homework: Guidelines for Primary and Secondary Schools, 1998] recommend that pupils spend the following amount of time on additional home learning activities:

- **Pupils in Key Stage 1** should spend at least 10 minutes every day;
- **Pupils in Key Stage 2** should spend at least 20-30 minutes per day.

If a pupil has spent this amount of time on a task and is struggling to complete it, they are not expected to continue. It is sufficient for a parent/carer to note that the pupil has done his/her best.

At Holbrook, we expect this time to be spent mainly on Literacy and Mathematics.

In the **Foundation Stage**, pupils will be learning key words and counting.

In **Key Stage 1**, pupils will be learning key words and practising number bonds/times tables.

In **Key Stage 2**, pupils will be practising their times tables every day and will also be given a set Mathematics activity every week. There will also be research activities set for other subjects. When these are set, it will be made clear how pupils are to present their findings, e.g. written, as a poster, as a presentation to the class.

All pupils will be set a weekly phonics/spelling activity.

The role of parents/carers

Younger pupils will need someone to read with them every day. Older pupils may be able to read independently, but will need someone to talk with them about what they have been reading to help them develop their comprehension skills. All children will need someone to sign their reading records every day.

Each year, parents of Reception pupils will be invited into school for an information session. Additionally, each September, all teachers will run an information session outlining the expectations of pupils in each particular year group. Parents will have the opportunity to ask questions at these sessions, at parents' evenings and informally at any other point in the school year. From time to time, the school will also provide open sessions when parents can come into school to see lessons in action.

Should parents not be in support of the school's commitment to home learning, it will be requested that they write a letter clearly stating this, which will then be kept in the pupil's file.

Feedback to children

Feedback is provided both formally and informally to pupils by the following means: verbal feedback and discussion; feedback sheets; and marking, in line with the school's feedback and marking policy. On occasion, the home learning task will be used as an important part of a future lesson and the feedback may be combined with the feedback on class-based work.

How parents and teachers can get feedback

We have a dedicated home learning book for each pupil to use when completing activities and this also allows for communication between home and school. Additionally, parents and teachers can communicate with each other in reading records, at parents' evenings and through informal meetings at other times.

Differentiation

Pupils will be set activities according to their individual needs, so that all pupils receive an appropriate level of challenge.

Home learning for pupils with Special Educational Needs

Setting the right type and amount of home learning for children with special educational needs is not always easy. Some children in mainstream schools may benefit from special activities separate from the home learning set for other children in the class. On the other hand, it is important that they should do as much in common with other children as possible. Setting appropriate home learning, which does not demand too much or too little of children and their

parents, needs close co-ordination between class teachers, special needs co-ordinators and parents. Activities should:

- have a very clear focus and time-guideline;
- give plenty of opportunities for pupils to succeed;
- help develop social as well as other skills where necessary;
- be varied and not purely written assignments;
- be manageable for teachers

How will the home learning be monitored?

Subject Leaders will monitor the quality of provision and of pupils' work in their subject areas. The Senior Leadership Team will also carry out work scrutinies. Questionnaires will be used to give parents and carers the opportunity to contribute to future reviews. The governor meetings for parental ideas will also be used a forum for evaluating home learning.