



SILCHESTER CHURCH OF ENGLAND PRIMARY SCHOOL

Compassion, Courage & Respect

Home Learning Policy

VISION STATEMENT

Our **vision** for Silchester is for **everyone to flourish**.

Our school is a place of love, of belonging and family.

We have a heart for people, inspiring everyone to be the best version of themselves:
for themselves, for others, for our community and for our world.

With our roots deeply embedded and nourished by our Christian values, we will **thrive together**.

We will reach out to each other, our community and the wider world with *Compassion* in our hearts.

We will live bravely, showing *Courage* to keep going when facing challenge.

We will *Respect* ourselves and others, embracing everyone's unique gifts,
and value the contribution that we can all bring to God's world.

Last Reviewed :- February 2024

Date of Next Review:- February 2027

AIM:

Our aim is that the children of Silchester are confident in their own self-worth and resilient overcoming the obstacles they face. Their skills, learning, memories of experiences and positive relationships will empower them to contribute to the wider world and make a difference. We aim for our children to be lifelong learners who are grounded in our Christian values of compassion, courage and respect, and ready to embrace their next step – whatever that may be.

PURPOSE:

To develop an effective partnership between the school and parents and other carers in pursuing the aims of the school and the development of their child.

- To consolidate and reinforce skills and understanding, particularly in English and Mathematics;
- To extend school learning, for example through additional reading;
- To encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school.

SCOPE:

This is the school's policy for the provision of home learning for pupils and has been drawn up in accordance with guidance issued by the DfE. At Silchester Primary School we recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnership, of which our home learning policy is an important element.

INTRODUCTION

This is the school's policy for the provision of home learning to pupils and has been drawn up in accordance with guidance issued by the DfE. At Silchester Church of England Primary School, we recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnership, of which our homework policy is an important element.

HOMELEARNING - A DEFINITION

Home learning is defined as any learning or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. At Silchester, we see learning done at home as a valuable part of school learning.

THE PURPOSE OF HOME LEARNING

The school regards the purpose of home learning as being to:

- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school and the development of their child
- consolidate and reinforce skills and understanding, particularly in English and Mathematics
- extend school learning, for example through additional reading
- encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school

At Silchester Church of England Primary School, teaching staff recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon. We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. swimming, ballet, Beavers, Brownies, music lessons etc.

Home learning should be used to effectively reinforce and/or extend what is learned in school. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school. Home learning tasks should be undertaken to the best of their ability.

We hope parents and carers will be willing and able to give their active support to ensure that work done at home is completed conscientiously and in the best possible conditions.

THE NATURE OF HOME LEARNING

The nature of home learning will change as children get older. For children in Key Stage One developing a partnership with parents and carers and involving them actively in children's learning is a key objective.

Short activities of different kinds – reading together, learning spellings and number facts - 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.

As children get older, home learning provides an opportunity for them to develop the skills of independent learning which they will need to continue lifelong learning, and this should increasingly become its main purpose. 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. By the time children reach Year 6, their home learning programme may cover a wide range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and 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.

LEARNING OVERVIEWS

At the start of every term, we will email home the Learning Overviews for each year group which can also be accessed via the website. This document outlines the learning that will take place in every year group throughout the following term. This will communicate the topics and summary of learning covered across the curriculum to keep parents informed.

HOME LEARNING

We encourage our families to support their children with additional learning at home. The tasks given as part of home learning will be varied to take account of individual pupil skills and needs and include:

READING

The importance of reading at home cannot be over-emphasised and we hope that children will read for pleasure in their own time. Variety of approach can be very effective with children. Reading books that they are already familiar can help promote fluency and expression. More challenging books help promote comprehension and inference skills. Hearing the parent/carer read, alongside discussion of themes or characters can be another very beneficial activity. Exposure to a wide variety of fiction and non-fiction texts allow children to become familiar with different writing styles and form preferences that can lead to a lifelong love of reading.

Regular reading is the best way to further progress in reading. Every child has a reading record to detail when they are reading. How this is recorded will naturally vary according to age and ability. Younger children may require parents and school staff to record times they've read in their reading records. Older children will be encouraged to keep their own records. The books that your child brings home from school will vary also. Early readers will be bringing home a book at their reading level, they may also bring home a library book of their choice. Some of these books may be at a higher level to their reading ability but this is encouraged to enable children to be read to or to share reading with an adult to increase their enjoyment of reading.

We have a reading reward initiative to encourage regular home reading. Children who read every day will be entered into a weekly draw to win a book to take home. Tiredness affects us all, so some days, a few sentences, paragraph or page may be sufficient! We have a selection of children's books for prizes which will be updated regularly. Any child who wins a book prize will also be praised as part of our Friday's celebration worship.

SPELLING

At Silchester, we use differentiated spelling lists and words specific to each year group. These are sent home from KS2 for children to practise. Children may still be tested on their spellings although the emphasis is more on transference of newly learned spellings to writing rather than a performance in a test situation.

MATHS

Children in years 2-6 have an individual login to the website TT Rock Stars. This website provides your child with an interactive way of practicing their times tables. Their login details can be found in the child's reading record. If you have any difficulties with logging in, please speak to your child's class teacher who has a record of all details.

HOME LEARNING GRIDS

To accompany and compliment the Learning Overviews, Home Learning Grids are also sent home at the start of every term. Home learning enables children to enhance their school learning with additional, fun home learning experiences. There are no set expectations, rather opportunities for parents to support your child's learning. There are a variety of different types of activities that will hopefully suit all learning styles. All activities are given at once, to enable parents to choose when and how this fits into their family life. It also gives families the opportunity to plan and therefore negates the chance of a last-minute dash to build a castle etc! All home learning brought into school will be celebrated and rewarded with praise, house points and or stickers.

Other activities may include:

Handwriting Practice

Preparing questions

Writing tasks

Puzzles/games

Learning songs or scripts for plays

Physical activities

Investigations

Completing classroom activities.

THE TIME TO BE SPENT ON HOMEWORK

The Government's recommended time allocation, based on current good practice, is set out in Homework: Guidelines for Primary Schools and Secondary Schools, and we endeavour to follow this guidance in the amount of time that we ask pupils to spend on their homework. These guidelines and the types of activities that children might be expected to undertake are given below.

YEAR GROUP	AMOUNT	ACTIVITIES
Years R, 1 and 2	1 hour per week	Reading, spelling, other literacy and number work
Years 3 and 4	1.5 hours per week	English and Mathematics as for Years 1 and 2, with occasional assignments in other subjects
Years 5 and 6		30 minutes a day/a regular weekly Schedule with continued emphasis on English and Mathematics but may also cover any of the broader curriculum

SPECIAL EDUCATIONAL NEEDS (SEN)

Setting the right type and amount of homework for children with special educational needs will need careful consideration by the class teacher and co-ordination with both the SENCo and parents. The objectives of home learning outlined in this policy should apply equally to pupils with special educational needs. Whilst children with SEND may benefit from special tasks separate from the home learning set for other children in the class, it is important that they should do as much in common with other children as possible. Home learning tasks for children with SEND 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

We are mindful that specific tasks within Individual Education Plans for children with Special Educational Needs and Disabilities will be set. Parents will be made aware of this as appropriate.

Extension homework may be provided for children as applicable

THE ROLE OF THE SCHOOL, TEACHERS, PARENTS AND CARERS IN SUPPORTING PUPILS WITH HOMEWORK ACTIVITIES

Role of the school

- monitor the effectiveness of the homework policy each year
- support parents with the newer methods of teaching in English and Mathematics by offering parent meetings to put into context the development of English and Mathematics skills from Reception through to Year Six

Role of the class teacher

- inform pupils and parents of homework timetables through discussion in class, and at initial parent information evening
- match homework, as far as possible, to the ability of the children
- acknowledge all home learning tasks before the next home learning tasks are set (home learning is not expected to be marked in depth as it is difficult to ascertain how much of the learning has been completed independently)
- respond within an appropriate timeframe to parental queries concerning home learning

Role of the Parents/Carers

The school recognises that parents and carers have a key role to play in supporting pupils' homework. The nature of this role will change as children get older. For much of their home learning, particularly with younger children, parents and carers will be encouraged to become actively involved in joint home learning activities.

To develop a positive home learning experience, we recommend: -

- that children should be allowed to learn at an appropriate pace
- the task is undertaken at an appropriate time when the child is best able to concentrate
- that learning at home is perceived as a shared activity
- learning at home should be planned carefully around other interests to avoid clashes
- it should not be used as a threat or punishment

**INFORMING AND CONSULTING PARENTS AND CARERS ABOUT
THE HOME LEARNING POLICY**

The Home Learning Policy and useful information for parents in supporting their child's learning are displayed on the School Website.

REVIEWING THE POLICY

The home learning policy will be reviewed every three years.