

**Grand Avenue Primary and Nursery School**

**A Policy for Home Learning**

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## **Introduction**

Our policy at Grand Avenue is to set regular home learning according to the age and ability of each child. We believe that home learning is an essential part of education. Home learning is defined as activities work or research which pupils can do at home. The links between progress at school and home learning are well researched and show that regular, well structured and relevant home learning greatly enhances children's achievement.

We believe that home learning is valuable because

- it develops a pupils' ability to work independently
- it reinforces skills taught in the classroom
- it encourages self organisation and self motivation
- it strengthens links between school and home
- it establishes work patterns that need to be developed at secondary school and in later life
- it promotes the enjoyment of reading
- it provides opportunities for structured research
- it promotes a sense of responsibility

## **Routines**

The type of home learning set will increase in difficulty as the child progresses through school. It will range from learning letter sounds and numbers in the early years to detailed research projects in years 5 and 6.

The home learning set will follow a prescribed routine, for example maths on Thursdays, spellings on Fridays. Parents will be notified via a curriculum newsletter as to the routine for their child. A home learning letter outlining the tasks and return days is sent home from each individual year group every Friday.

## **Time**

The time spent by each child on home learning will vary according to age, motivation and ability. Children work at different speeds, and their ability to concentrate on the appropriate task can differ widely. A Home learning time grid is produced for parents information – see below.

## **Parental Support**

We believe that at an early age the value of home learning can be greatly enhanced by the attitude and commitment of parents. Parental support is essential. We ask for an attitude of positive encouragement to support the child. A regular time set aside at home, along with a quiet place to work, encourages children to develop long term strategies for their future needs.

A Curriculum newsletter sent home each term gives specific information on topics to be covered, routines and what type of activities can be undertaken at home.

Information and guidance on how to support a child with their reading can be found within the reading diary.

Parents can help their children in a number of ways by, for example:

- taking an interest in the home learning set
- checking the presentation of the home learning
- encouraging the child to complete the home learning
- praising the child for attempting/completing the home learning
- checking spellings in written work
- testing what needs to be learnt, e.g. tables, spellings
- listening to the child read and responding to the content of the book
- visiting the local library/museum
- promoting the use of IT to aid home learning
- providing a suitable place to complete the home learning
- encouraging the child to complete home learning in time given and to return home learning on due date
- revising previous spellings and tables
- encouraging and supporting independent research

### **Further Considerations**

- Children may also receive home learning from our Inclusion Manager. This will be set accordance with our policy in a routine manner with a clearly marked return date.
- There is support in place for pupils who persistently do not return home learning. These vary according to year group. Home learning club is available for a small number of pupils.
- Each teacher keeps a copy of all home learning set. This file is monitored by the Senior Leadership team.

### **Conclusion**

To enable all our children to reach their potential the work undertaken at home is regarded as both vital and supportive of the school's endeavours. Parents are asked, via the Home/School Agreement, to support their children throughout their time at school especially in Year 6 when they are preparing for their transfer to secondary school.

## Home learning - 2015/2016

	<b>Literacy</b>	<b>Returned/ Marked etc</b>	<b>Numeracy</b>	<b>Returned/ Marked etc</b>	<b>Topic</b>	<b>Returned/ Marked etc</b>
<b>Nursery</b>	Library weekly				'Bring something in' Learning journals sent home each holiday	Verbal teacher response
<b>Reception</b>	Reading books daily Key words Take home Ted	Notes in reading diary Yes, different child each week	Maths activities/games weekly	Comment Discuss	'Bring something in' Learning Journals sent home each holiday	Verbal teacher response
<b>Yr 1</b>	Reading books daily High frequency words/Spellings weekly	Notes in Reading diary	Numeracy work weekly	Comment Discuss	Weekly 'Talk about'	Verbal teacher response 'Busy book' - optional
<b>Yr 2</b>	Reading books daily Spellings weekly Literacy work weekly (during Spring term)	Notes in Reading diary	Numeracy work weekly (during Autumn and Summer terms)	Comment/ sticker	Weekly 'Talk about'	Verbal teacher response
<b>Yr 3</b>	Reading books daily Spellings weekly Literacy task weekly	Notes in Reading diary Spellings test each week	Numeracy work weekly	Yes by a set day	Weekly – research/activity/ Interest development/	As appropriate  Verbal teacher response
<b>Yr 4</b>	Reading books daily Weekly Literacy task Spellings weekly	Notes in Reading diary Spellings test each week	Numeracy work weekly	Yes, by a set day	Weekly – related to ongoing project research/activity/ interest development/ discuss	Certificates awarded  Verbal teacher response
<b>Yr 5</b>	Reading books daily Weekly Literacy task Spellings weekly	Notes in Reading diary Spellings test each week Dictation weekly	Numeracy work weekly	Yes, on a given day	Topic work weekly	Certificates awarded Verbal teacher response Self and peer assessment
<b>Yr 6</b>	Reading books daily Weekly literacy task Spelling challenge	Notes in Reading diary Spellings test each week Dictation weekly	Numeracy work weekly	Yes, on a given day	Topic work weekly	Certificates awarded Verbal teacher response Self and peer assessment

## Home Learning – recommended times

<b>Year</b>	<b>Reading Daily</b>	<b>Literacy basic skills spellings/word families</b>	<b>Numeracy basic skill timestables/fractions number bonds</b>	<b>Topic</b>
<b>Nursery</b>	Share a book every day			
<b>Rec</b>	10mins		10 mins to play a game	
<b>Year 1</b>	10-15mins	15mins open ended task + Letter sounds/key words in diary	15mins open ended task	15mins – talkabout task
<b>Year 2</b>	10-15mins	15mins open ended task + group spellings/sounds To be returned and marked as set on a half termly cycle	15mins open ended task To be returned and marked as set on a half termly cycle	15mins – talkabout task
<b>Year 3</b>	15mins	20 mins -Literacy task with spellings	20mins – Numeracy task	20mins talkabout task
<b>Year 4</b>	15mins	30mins – Literacy task with spellings	30mins – Numeracy task	30mins from choice
<b>Year 5</b>	20mins	30mins – Literacy task with spellings	30mins- Numeracy task	30mins from choice
<b>Year 6</b>	20mins	30mins – Literacy task with spellings	30mins – Numeracy task	30mins from choice