



## **Epsom Primary School - Home Learning Policy**

### **Introduction**

At Epsom Primary School we recognize and value the contribution that learning in the home environment can make to children's education. This policy sets out the purpose of and benefits of home learning, and the guidelines we follow when setting home learning activities for our children.

### **Aims:**

Our school believes that home learning should:

- Involve parents and carers in their child's education
- Have a clear learning focus
- Give plenty of opportunities for children to succeed
- Be planned by teachers alongside the other elements of children's learning
- Consolidate and reinforce a wide variety of skills and understanding in a supportive environment
- Extend in school learning
- Be varied-not just written tasks
- Provide children with the opportunity to learn in different settings
- Reflect a range of learning styles
- Develop progressively according to the age of the children
- Encourage children to talk about what they are learning
- Encourage children to develop the self-confidence and discipline needed to study independently
- Prepare children for the transition to secondary school
- Be manageable for teachers
- Where possible, tasks will have a clear learning intention and success criteria, in line with our teaching and learning policy, to enable every child to succeed with their home learning tasks.

### **Guidance for setting Home Learning**

All Home Learning is linked to work done in class and is completed in a Home Learning Book. This may consist of activities to consolidate and re-enforce what has been learnt in a lesson, or investigation work linked to a topic. To establish a regular routine, Home Learning is given out and collected in on the same days each week.

Home Learning should be set at an appropriate level for each child so that it can be completed independently, or if adult support will be required, clear instructions should be provided to help adults support learning effectively.

Activities should have clear learning intentions and give opportunities for children to succeed and progress. Home Learning time should not be spent "finishing off" work done in class. Teachers should ensure that the demands of Home Learning are manageable for all children, taking into account the need for differentiation.

Topics, key learning objectives and Maths and Literacy targets for each half term, should be given to parents and carers to help them support their child's learning.

In 'Meet the Teacher' meetings at the start of each year, the Home Learning content and timings for that year group should be discussed, and expectations on standards made clear. The value of Home Learning should be stressed to parents.

Home Learning is monitored by teachers and written or verbal feedback is given to maintain motivation (see feedback and marking policy).

## Progression in Home Learning

The main focus for Home Learning at Epsom Primary School is on the **basic skills in English and Maths including mental maths calculations**. On occasions, Science and Topic based Home Learning may also be given.

Year Group	Approximate time	Content (may include some or all of the following)
Nursery	10 minutes per day	Sharing and reading books, singing and learning rhymes including number rhymes. Topic based questions for discussion.
Reception	10 minutes per day 5 minutes a day	Sharing and reading books Sounds and key words
Year 1	10 minutes per day 10 minutes per week 10 minutes per week	Sharing and reading books Maths Phonics activities
Year 2	15 minutes per day 10 minutes per week 10 minutes per week	Sharing and reading books Maths Phonics activities
Year 3	20 minutes per day 15 minutes per week 15 minutes per week	Sharing and reading books Maths English/Phonics activities
Year 4	20 minutes per day 15 minutes per week 15 minutes per week	Reading with an adult or independently Maths English/Phonics activities
Year 5	30 minutes per day 30 minutes per week 30 minutes per week	Reading independently (or with an adult if still needed) Maths task English task
Year 6	30 minutes per day 40 minutes per week 40 minutes per week	Reading independently (or with an adult if still needed) Maths task English task

Spelling activities and investigation work are set according to the level your child is working at in phonics.

Mental maths home learning activities are designed to consolidate mathematical facts taught in class. We advise the 'little and often' approach to practicing mental maths skills, for example, practicing number bonds on a car journey or reciting timestables during a walk. The number facts set must be learnt by heart, and with immediate recall, rather than allowing the child the opportunity to work the answer out in their head.

The children in each year group are provided with a timetable showing which day Home Learning will be given out and which day it is expected to be in school. These are published on the school website.

In addition to the weekly tasks set, there are optional half termly home learning tasks in every year group which children are welcome to undertake should they wish to do so. These tasks are more research and project based, but provide stimulating and relevant tasks for those children who may manage to complete their set homework very quickly. As these tasks are optional there is no deadline to return them to school, but your child's class teacher will mark them and provide feedback to the children in the same way as they do with the compulsory home learning tasks.

High quality home learning is celebrated within the classroom and at termly achievement assemblies.

## **Differentiation**

Home Learning is differentiated as appropriate to suit the needs of the child. This may be through content, task, resources, outcome or structure.

## **Inclusion (SEN, G&T, EAL)**

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child and are differentiated to enable all children to contribute in a positive way.

## **The role of parents/carers**

We believe that the support of parents and carers is essential for children to make the most of their home learning opportunities. There are many ways in which parents can help their children, for example, by

- encouraging and supporting them;
- playing games with them, practising timetables, listening to children read;
- providing somewhere quiet for children to study away from the T.V and other distractions;
- providing opportunities for real life experience; talking, shopping, using money, telling the time, cooking, letter writing etc.

If there is a problem over Home Learning we encourage parents to get in touch with the class teacher. Similarly if we have problems we shall contact the parents. We provide workshops for parents to enable them to support their children's learning. There is also a daily home learning club during school hours which children are invited to attend when necessary.

## **Children who do not do their homework:**

It is the responsibility of all class teachers to see who has completed their home learning on the day that it is due to be returned. As long as a child's parents have not informed the class teacher of any unforeseen circumstances that have made it impossible for the child to do the home learning set, children who have not brought their home learning back to school should be deemed not to have done it.

If a child does not complete their Home Learning the class teacher will speak to the child's parents. If this continues for three consecutive weeks the head teacher will be informed and will contact parents to discuss the possible reasons why. If a pattern of uncompleted homework emerges class teachers will first speak to parents, if the pattern continues, inform the Headteacher who will then contact parents.

## **Equal opportunities**

All pupils have the right to equality of access to the curriculum. Teachers need to be sensitive to the home circumstances of children. If necessary, appropriate resources may be provided to enable Home Learning to be completed. There is a Home Learning club available to provide support to children who find it hard to complete home learning at home.

## **Roles and responsibilities**

Teachers are responsible for setting Home Learning in line with the school policy, and for providing feedback to pupils and parents/carers.

Parents should be encouraged to support their child by sharing books, giving help with tasks, and where possible, by providing an appropriate space, time and resources.

If a child is completing tasks independently we ask parents to check the home learning. In Key Stage One we ask parents to write a comment to inform the teacher as to how much support was given and how the child managed the task.

Pupils are expected to complete tasks given in the time allocated.

**Monitoring:**

The Senior Leadership Team are responsible for monitoring the home learning policy. They are also responsible for supporting colleagues in setting home learning, for being informed about current developments in the area, and for providing a strategic lead and direction for the area in the school. The policy will be reviewed annually in consultation with children, staff and parent representatives.

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