



St George's Primary School

Home Learning Policy

This policy was written and adopted on: 5/12/23

Approved by the Local Governing Board on: 14/12/23

The policy to be reviewed on: 1/9/26

Introduction

At St George's Primary school we aim to achieve success. We set challenging targets for our pupils and support them in achieving their goals.

We ensure that our practice and the provision we offer is based on the latest educational research, we learn from and through experience as well as by networking with other local schools both on the Isle of Sheppey as well as part of our Aquila Multi Academy Trust group.

To achieve the best outcomes for pupils we have reviewed the way in which the traditional homework model can be improved so that parents, pupils and staff can work effectively making the best use of time to raise attainment.

We expect all pupils to work hard throughout the school day and therefore their time outside of school should principally be for extra-curricular activities, rest and relaxation. Going to, for example, Brownies, Beavers, swimming, dance and football clubs are very valuable activities. As far as possible we will try to provide provision for some activities as part of a club at the end of the school day. Equally valuable, however, is family time spent at home, playing, talking and seeing friends.

We also believe that a carefully balanced home learning programme is beneficial for pupils for the following reasons:

- To give parents the opportunities to be directly involved in their child's learning
- To reinforce the partnership between home and school
- To consolidate skills learnt in school and give opportunities to extend learning

This policy outlines our commitment to home learning.

Homework vs Home Learning

Should teachers give homework to students? If so, how much and what type of homework should be assigned? How much time should pupils spend on homework? What roles should parents play in the child's homework?

Quite a bit of research has been done over the decades on homework and the evidence is fairly clear in terms of the type of home learning that has a positive impact on pupil learning and the type of work set that does not. We are well aware of the important role parents play in supporting their child's learning. One of the key indicators of pupils' success at primary school is the level to which parents and carers engage in what their child is learning.

Traditional models of homework, when a child is set a series of questions to work through, have little to no impact upon learning and in some cases have a negative impact. Children can

see the exercises as pointless and lose enthusiasm in learning which can be incredibly damaging.

What works?

When homework works best, pupils are allowed opportunities to 'prepare' for a topic of area of learning, complete a project and/or read around it, following their own lines of enquiry or interests. This type of home learning encourages pupils to develop independence and a love of knowledge. They find things out for themselves and therefore have a far greater ownership over what they have learnt.

Some aspects of learning simply need practise, such as reading and recalling facts. These are incorporated into our approach ensuring that our pupils develop an independent approach to learning, whilst also consolidating key facts, and practising skills.

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How can parents support home learning?

Parents have an important role to play in supporting this approach to Home Learning. Simply sending your child to school with a pencil case and their homework book does not work. For our pupils to achieve success we need parents to take an interest in what their children are learning.

Here are some tips from the Department of Education as to how parents can best support their children:

1. **Make Time:** your child will benefit from you taking an interest in what they are doing.
2. **Experiences:** Try and link life and leisure experience to your child's school work e.g. visits to the park, museum or days out.
3. **Talk:** Make time to ask your child about what they are studying and what they have learned. Another great way to show you are interested is to attend school activities such as parents' evenings and sport events etc.

Home Learning Schedule:

Year group	Phonics & reading	Maths	Spelling
R	Phonics + 10 mins reading per night	Doodlemaths 10 mins x 3 a week.	
1	Phonics + 10 mins reading per night	Doodlemaths 10 mins x3 a week	Infants- Year 1 term 3 onwards five spellings per week. Year 2 term 1 onwards 5-10 spellings. Juniors- Year 3 and 4, upto 16 spellings in a range of difficulty choices. Year 5 and 6, consolidation of all spellings from previous years.
2	Reading 15 mins reading per night	Doodlemaths or Timetables Rockstars- 10 mins x 3 a week.	
3	Home reading 20 mins per night	Doodlemaths or Timetables Rockstars- 15 mins x 3 a week.	
4	Home reading 20 mins per night	Doodlemaths or Timetables Rockstars- 15 mins x 3 a week.	
5	Home reading 20 mins per night	Doodlemaths or Timetables Rockstars- 15 mins x 3 a week.	
6	Reading, maths and SPAG targeted questions.		

NB- Adaptations are made for SEND pupils to meet individual needs. Please see the teacher.

Reading: It is important that children read every day at a level with which they are confident and comfortable. This may include practising phonics. Even once your child is a fluent reader it is still essential to read and discuss books with your child as well as to read to and with them. This enhances comprehension skills and understanding.

Times-tables: Children need to have quick mental recall of number facts; we expect pupils to know all of their tables to 12 x 12 by the end of year 4. Pupils will sit a multiplication test during year 4 as part of the government examination schedule. Timetable's rockstars helps us with this aim.

Consolidation: Periodically, teachers may set consolidation home learning in English or Maths. If a concept has been particularly tricky to master in class or further practice is

required then it can be beneficial to spend some time at home rehearsing what has been covered in class.

Maths: At the start of every half-term the newsletter will outline the number concepts to practise e.g. in Year R it might be counting forwards and backwards using numbers to 20. In Year 4 it might be comparing and ordering numbers to 10000.

Find out more:

Our approach to Home Learning is based upon the most recent educational research. You can find out more from any of the sources below:

- Visible Learning: Prof. John Hattie
- Toolkit of Strategies to improve learning: Sutton Trust