



St Clement and St James
CE Primary School
Home Learning Policy 2017

St Clement and St James Home Learning Policy

Our vision

St Clement and St James is a school with Christian values at its heart. We are proud of its history and our strong links with the vibrant community to which we belong. We welcome and celebrate every child, helping all children to develop their character and full academic potential. We promote high aspirations and a love of learning through a rich and varied curriculum.

Our values are:

- *Compassion*
- *Creativity*
- *Excellence*
- *Forgiveness*
- *Friendship*
- *Thankfulness*

Rationale

- Home learning is part of our effective partnership between the school and parents/carers in maximising pupils' progress and attainment.
- Home learning consolidates and extends skills, knowledge and understanding in all curriculum areas, especially in English and Maths.
- Home learning provides an opportunity for parents/carers to be involved in their children's academic development.
- Home learning encourages pupils to develop the confidence and self-discipline needed to study on their own.

Recommended time for home learning

There are no longer any minimum requirements for home learning specified by the Department for Education, but we recognise that with the demands of the National Curriculum, and the necessity in older years of preparing children for secondary school, pupils should be given an increasing amount of homework as they become older. We acknowledge that some parents and carers wish to extend activities and do their own supplementary learning; we also recognise that children need time to relax, play and develop other skills and talents.

The home learning tasks which teachers set should take in total around 1 hour per week (Years 1 and 2), 1.5 hours per week (Years 3 and 4) and 2 hours per week (Years 5 and 6). This excludes reading. Children should read at home every day; our aim is that this is a pleasure for children, rather than a duty.

Foundation Stage – home on Thursday, back on Tuesday

- 1 piece of Mathematics learning or one piece of phonics/English learning is sent home each week, related to the learning taking place in class. Examples of learning from the child should be the child's work, with a comment from the adult who has helped, rather than the adult's work.
- Book Bags come back and forth from school every day. Two books are sent home each week to give some variety; the books are changed at the same

time, once a week. In Receptions, a phonics scheme book is also sent home and changed once a week.

- A reading log is kept as a communication between school and home about the child's reading.
- It is expected that parents/carers read with/to their child every day.

Years 1 – 6 home on Thursday, back on Tuesday

- 1 piece of learning, alternating between English and Maths, is set per week. In Years 5 and 6, one English and one Maths task is set per week. Tasks are differentiated where appropriate to ensure all children are appropriately challenged and supported.
- In addition, at the beginning of each half term, a home learning grid with a selection of tasks is given to children. Children are expected to do on average one of these tasks per week. These cover learning in a wider variety of subject areas, and there are usually more tasks than weeks in the half term so that children can select tasks which appeal more particularly to them. These tasks also include opportunities for children to use artistic and design skills. *See Appendix for an example.*
- Maths and English tasks are marked weekly.
- Other tasks are initialled by the parents when completed, and monitored by a Teaching Assistant in school. Teachers review all children's grid tasks once or twice per half term. Examples of very good home learning are drawn to the teacher's attention by the TA and are shared with children in class and, from time to time, in assembly.
- It is expected that parents/carers read with/to their child every day. In KS1, two home reading books are sent home each week to give some variety; two new ones are given the next week. In addition, a phonics scheme book goes home at the end of the week, and is changed weekly. For older, fluent readers, it is expected that parents/carers ensure they read at home every day. In KS1 and KS2 a reading journal is kept.
- Differentiated spellings are sent home to learn weekly, and tested in school.
- Number facts (number bonds for younger children; times tables from Y2 upwards) are sent home weekly to learn for testing in school.

Special Educational Needs

Although it is important that children identified as having special educational needs have learning activities in common with other children, there will be occasions when they will benefit from tasks different from the home learning set for other children in the class. This may be set and marked by other teachers working with the child in school.

Booster Groups

Children may receive extra home learning related to Booster Groups or other interventions.

Role of teacher

It is expected that all essential tasks are marked every week. This is usually delegated to a Teaching Assistant, at class teachers' discretion. Completion of choosing tasks is monitored by the Teaching Assistant. If children consistently do not return their home learning, teachers will inform parents/carers and work with them to encourage the completion and return of tasks.

Role of parents and carers

Parents and carers should:

- read to or with their child daily or, for older children, ensure that they read independently daily, using school books, books from home, or books from the library
- provide a reasonably peaceful, suitable place in which a child can do their home learning
- make it clear to their child that they value home learning and support the child in its completion, without doing it for them
- encourage children and praise them when they have completed their home learning
- help children remember to bring in their home learning on time for marking. Home learning which is handed in late may not be marked (unless the child was ill).

Role of children

Children should ensure they have all they need to complete their home learning, and that they return it on time. If they are unsure of what to do, they should ask their teacher or Teaching Assistant to explain the task again. Children are expected to take the same level of care with home learning as they do with tasks in school. It should be neatly presented. All children should use pencil or, if they have a pen license, a blue or black pen in their books. No felt tipped pens or gel pens should be used for homework. Children who have begun joining their handwriting in school, should do the same in their homework books.

Homework Club

The school runs a weekly Homework Club on Friday afternoons after school. Children who find it difficult to complete home learning at home may be given a place at this club.

Procedures when children do not return homework

If children in Foundation Stage and KS1 often do not return their home learning, the class teacher will speak to the parent and ask them to support their child in completing and returning homework. For children in KS2 who often do not return their home learning, where staffing allows, they will be asked to complete it in their lunchtime, supervised by an adult.

Approved by Governing Body: 22nd March 2017

Signed:



Sean Doherty, Chair of Governors

Sue Hussey, Headteacher

Each half term you will receive an **activity board** like the one below. As well as a weekly Maths or English task (Maths AND English in Y5 and Y6), your child has to choose at least one other activity each week from the activity board. There are more activities than weeks

<p>Maths</p> <p>How many ways can you make 50p? or</p> <p>How many ways can you make 20</p> <p>e.g. $12 + 8 = 20$ $9 + 11 = 20$</p>	<p>Science</p> <p>Look around your home and make a list of 5 things that use electricity. Draw a picture of them as well.</p>	<p>Internet</p> <p>Have a look at some of these Literacy activities to improve your writing: http://www.bbc.co.uk/schools/magickey/activities/index.shtml</p>
<p>Completed: signed</p>	<p>Completed: signed</p>	<p>Completed: signed</p>
<p>Design Technology/Art</p> <p>Make a model of Stonehenge. You can use junk materials, card, paper, playdough ... whatever you like!</p>	<p>This week's Maths and/or English activity</p> <p>See this week's LO:</p>	<p>History/Geography</p> <p>Go to this website http://www.bbc.co.uk/schools/famouspeople/standard/nightingale/index.shtml Write what you have found out about Florence Nightingale.</p> <p>Or Write 3 things that you have learnt about Florence Nightingale in class.</p>
<p>Completed: signed</p>	<p>Completed: signed</p>	<p>Completed: signed</p>
<p>Reading Challenge:</p> <p>When you have finished your book write a paragraph to explain what happens in it.</p> <p>Write another paragraph explaining what you did and did not like about the story.</p>	<p>RE</p> <p>Think about someone who special to you. Write a paragraph about why they are special and draw a picture of them</p>	<p>Music</p> <p>Go into the website below and click on the horns to find the correct sound to finish the sentence. Draw a picture to show how the music makes you feel.</p> <p>http://www.bbc.co.uk/schools/magickey/activities/soundmonster_game.shtml</p>
<p>Completed: signed</p>	<p>Completed: signed</p>	<p>Completed: signed</p>

so children can do more if they want to. To keep track of the activities, please sign them off on the activity board. These activities are to be completed at the back of the pupils' home learning book.