



Home Learning – Operational Procedure

Date approved: October 2023

Date of Next Review: October 2026

Article 28

Every child has the right to an education.



Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

This operational procedure applies to Crown Wood Primary School and all governors and staff of the school must abide by it. The procedure has been adopted in accordance with and pursuant to the strategic and trust-wide policies of the Greenshaw Learning Trust (GLT).

It is the responsibility of the local governing body and Headteacher of the school to ensure staff adhere to this operational procedure. In implementing it, school staff must take account of any advice given to them by the CEO and/or Board of Trustees.

This operational procedure is subject to the Trust's strategic and trust-wide policies and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the strategic and trust-wide policies and / or the Scheme of Delegation (and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees) takes precedence. If there is any question or doubt about the interpretation of this, the CEO must be consulted.

Crown Wood Primary School is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY.

Definition of Home Learning

Homework or 'Home Learning' refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in primary schools tend to be reading or practicing spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests (Education Endowment Foundation, 2020). 'Home Learning' at Crown Wood Primary School is based upon this definition and the research evidence presented in the [Education Endowment Foundation \(EEF\) Toolkit](#).

Aims:

The aims of our Home Learning Policy are:

- To reinforce and embed key knowledge and basic skills to aid fluency.
- To support the acquisition, practice and application of skills.
- To help develop metacognition and self-regulation (e.g. planning, time management, motivation, focusing attention and reflection).
- To promote reading for pleasure.
- To provide opportunities for families to learn and celebrate learning together.
- To prepare Year 6 pupils for the transfer to secondary school;

Home Learning Expectations:

Parents' views about homework are varied. Some parents do not want their child to do any homework at all, while others would like the school to set formal homework tasks daily. We also recognise while children and parents have many demands on their time after school and during weekends, they also want their children to do well in school and accept some home learning is desirable.

In setting our expectations, we have considered the current research evidence ([see](#) link above) which suggests "the quality of the task set appears to be more important than the quantity required from the pupil" (EEF, 2020) and the United Nations Conventions on the Rights of the Child (UNCRC) – children have a right to an education (Article 28) and schools should do all they can to develop every child's personality, talents and abilities to the full (Article 29), but equally, children have the right to relax, play and take part in a wide range of cultural and artistic activities (Article 31).

Home learning should also be manageable and valuable for children, parents and teachers and not a cause of undue stress. Consequently, our policy is designed to strike a balance between competing demands and needs. This means:

- The type, quantity and frequency of home learning will change as a pupil gets older;
- The level of independence required to access tasks will change as a pupil gets older;
- There will be a mix of regular tasks such as reading, spellings, time tables and 'one off' projects;
- Home learning will not necessarily come in the form of a written task;

As well as access to Bug Club and Duolingo (KS2), there are a wide range of free and commercially available resources for parents who would like their child to do more home learning than that expected by the school. Teachers will always be happy to give advice, but will not provide work over and above that set out in this policy.

How Home Learning Will be Allocated / Sent Home

Home learning may be set in a variety of ways. Bespoke activities will be uploaded to Google Classroom (Tapestry for EYFS) as this allows teachers to provide resources and links to support the children. In addition, home learning may be set via:

- Pearson Bug Club;
- Times Tables Rock Stars (TTRS)
- Reading book / Reading Target Card;

See Appendix 1 for current expectations and organisation of home learning.

Role of the Teacher:

- To provide an explanation of home learning tasks to parents and give guidance of how they might assist their child.
- To set up regular home learning in an easily followed routine, consistent with this policy;
- To set home learning that takes inclusion and equal opportunities into account;
- To ensure any home learning is purposeful and links directly to the curriculum;
- To acknowledge and praise children who regularly complete home learning tasks;
- To provide opportunities for pupils to share, present and discuss their work with peers and parents;
- To give feedback to pupil about home learning tasks;

Role of Senior Leaders:

- To regularly monitor the implementation and impact of the policy;
- To review expectations and the organisation of home learning annually;
- To meet and talk with parents when appropriate;
- To provide training to teachers and support staff;
- Inform new parents to the school so that they are aware of the policy;

Role of Parents & Carers:

- To make it clear that they value home learning;
- To support the school by ensuring that their child attempts home learning tasks;
- To provide time and a suitable place for their child to carry out home learning activities;
- To encourage and praise their child when they have completed home learning;
- To support their child with home learning activities;

We are keen for parents to support and help their children as they are likely to get more out of an activity if parents are involved. However, there are times when we will want to see what children can do independently. This is particularly important as they get older. If a parent is unsure about their level of involvement, they should discuss it with their child's teacher.

Role of the Governing Body:

- To regularly monitor the implementation and impact of the policy;
- To review the overall policy every three years;

APPENDIX 1

Home Learning in Early Years / Foundation Stage		
Phonics:	Practice the sounds and letter formations learnt in phonics*	Daily / Weekly
Reading:	Read to / with their parents (<u>at least</u> three 5-10-minute sessions per week - recorded in reading record);*	Weekly
Maths:	Mathematics activity linked to current focus	Weekly
Other:	Make something to share and talk about in class (linked to their IEYC topic).	Occasional

On a weekly basis, children will be expected to read, practice basic Maths skills and learn spelling rules according to year group guidelines. Home Learning for Years 1-6 will be a combination of Wider Curriculum, Maths and English. There will be one task per week. The Home Learning Plan will be uploaded on a half termly basis into the Year Group folder on the website or onto Teams

The Wider Curriculum Home Learning can be completed on a weekly basis by the children (they will be given guidance) or as one larger task. There will be a completion date for these as it will link with a task or be part of an Exit Point.

Home Learning in Key Stage 1 (Years 1-2)		
Phonics:	Practice the sounds and letter formations learnt in phonics, moving into using phonics for spelling. *	Daily / Weekly
Reading	Read to / with their parents, working on reading targets (<u>at least</u> three 10-15-minute sessions per week - recorded in reading record).*	Weekly
Writing:	Learn spelling (and meaning) of common exception words and high frequency words.	Weekly
Maths:	Learn and / or practice x2, x5 and x10 multiplication tables (Y2) or number bonds to 20 (Y1). Retrieval and practice of skills taught.	On-going
IPC:	A creative, practical project linked to the current IPC unit, providing an opportunity to apply literacy and numeracy skills and to further develop skills in other subjects.	Throughout the year

Home Learning in Lower Key Stage 2 (Years 3-4)		
Reading	Have a reading interaction* with parents, working on reading targets, at least <u>three</u> times per week. This should include the child reading for <u>at least</u> 15-20-minutes each time. This should be recorded in reading record).	Weekly
Writing:	Learn spellings rules and strategies and / or practice grammar and punctuation rules.	Weekly

Maths:	Learn and / or practice x2, x3, x4, x5, x8 and x10 (Y3) or up to 12x12 (Y4) multiplication tables. Retrieval and practice of skills taught.	On-going
IPC:	A creative, practical project linked to the current IPC unit, providing an opportunity to apply literacy and numeracy skills and to further develop skills in other subjects.	Throughout the year

Home Learning in Upper Key Stage 2 (Years 5-6)		
Reading	Have a reading interaction* with parents, working on reading targets, at least <u>three</u> times per week. This should include the child reading for <u>at least</u> 20-30-minutes each time. This should be recorded in reading record).	Weekly
Writing:	Learn spellings rules and strategies and / or practice grammar and punctuation rules.	Weekly
Maths:	Practice / reinforce key skills, including multiplication, place value, time, measure etc. Retrieval and practice of skills taught.	On-going
IPC:	A creative, practical project linked to the current IPC unit, providing an opportunity to apply literacy and numeracy skills and to further develop skills in other subjects.	Throughout the year
Other:	In addition to the above, Year 6 children will receive additional and / or alternative home learning in the lead up to and after their SATs tests. This could include practice SATs questions and 'Year 7' style and frequency of homework in preparation for transfer to Secondary School.	TBA

***Adult interaction and reading at home**

- Beginning readers will need more adult support at home than those who are becoming increasingly competent. The type of adult interaction will also change.
- **Reading at home for beginning readers is typically characterised by children reading aloud to an adult with them modelling, guiding and questioning the child during the session.** Initially, a child will need to read with or to their parents to practice phonics and to develop fluency. They will need more 'in the moment' support with decoding words, vocabulary and comprehension and to practice reading aloud with expression and intonation.
- **Reading at home for more competent readers is typically characterised by children reading independently (i.e. in their heads) for sustained periods with adults asking questions and facilitating discussion (linked to reading targets) to develop comprehension and vocabulary. This could happen during or after the child has read.** As children become more competent readers, the main focus of adult support will increasingly be comprehension (e.g. vocabulary, retrieval of information, inference and deduction etc). There is still a need for children to read aloud – for example there are specific targets in Key Stage 2 around intonation and expression and responding to more sophisticated punctuation – but children do not need to do so every time or for the whole session unless their teacher has asked them to work on this specifically.