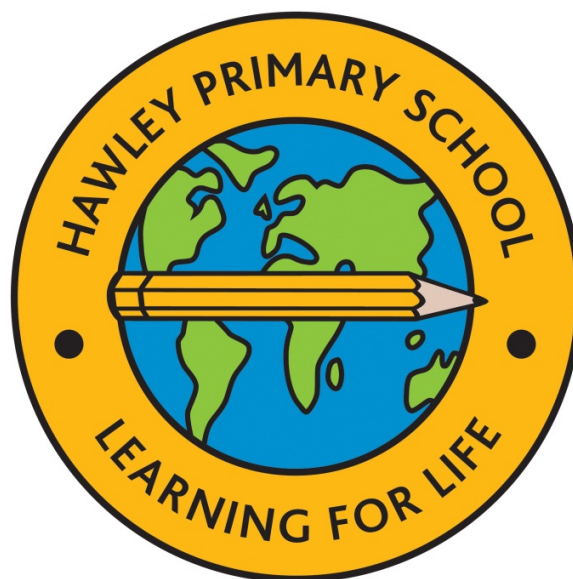


# HAWLEY PRIMARY SCHOOL



## HOME LEARNING POLICY

**AGREED BY GOVERNORS:** Autumn 2021

**LATEST REVIEW:** Autumn 2021

**NEXT REVIEW:** Autumn 2022

**HAWLEY PRIMARY SCHOOL**

**Home Learning Policy**

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## **1. Introduction**

This Home Learning Policy is an important source of guidance and information for both teachers and parents. Its aim is to ensure that Home Learning arrangements are manageable for everyone, including teachers, as well as being educationally beneficial for the children in the school.

At Hawley Primary School we believe that a good, well-managed Home Learning programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Home Learning supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education. It also helps children and young people to become confident and independent in their learning, which will help throughout their time at school and in adult life.

This policy reflects the consensus of opinion of the whole teaching staff and has the support and agreement of the Governing Body.

The implementation of this policy is the responsibility of all members of staff.

## **2. “Home Learning” versus “Remote Learning”**

“Home Learning” refers to activities routinely set on specific days, usually for all children in a class to do at home (commonly known as “Homework”).

“Remote Learning” refers to our provision for children who are at home because they are awaiting results from a PCR test for Covid, but lessons continue in school for other children. Remote Learning activities will be the same as those done in school that day.

“Remote Learning” also refers to our provision during National Lockdowns or local school closures for Covid 19. Please refer to our “Remote Learning” policy for more information.

## **3. The Nature of Home Learning**

At Hawley Primary School we interpret Home Learning as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

Our aim is to provide activities that help to:

- Consolidate and reinforce key skills;
- Develop creativity;
- Make full use of resources available at home;
- Extend learning;
- Encourage children as they get older to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary school;
- Facilitate the talk between parents and their children regarding their learning.

#### **4. Entitlement**

We will provide home learning activities for all children that are relevant to their learning in school. All children will have equal access to the home learning provided by the school – if a family cannot access an activity set online on Seesaw, a paper copy will be provided. However, the success of this policy will be directly dependent upon engaging the support and the involvement of parents/carers. It is our belief that Home Learning does not only mean formal exercises carried out by children without help from adults. Particularly in the case of younger children, it is the involvement of parents/carers in joint activities, sometimes brief, which can be most valuable in promoting children's learning.

#### **5. Special Educational Needs**

Where possible, children will be provided with similar tasks, although at times teachers may feel children with special educational needs would benefit from a different task. Setting appropriate Home Learning, which does not demand too much or too little of children and their parents, requires co-ordination between home and school. Tasks should:

- Have a very clear focus and time guideline;
- Give plenty of opportunities for children to succeed;
- Be varied and interesting;
- Be manageable for parents, carers and teachers.

#### **6. Physical Resources**

The physical resources provided for Home Learning will include:

- Reading books (from our reading scheme until they are a “free reader”);
- School library books;
- Reading/Spelling Log in Years 1-6;
- Home Learning book in KS1 for doing Home Learning on paper, in one specified place.

#### **7. Online Resources**

##### **a) Tapestry, Year R**

This is the online learning and reporting platform used in Year R. Each week there is an “Experience Challenge” for children to enjoy at home e.g. den building, bubble blowing.

##### **b) Seesaw, Years 1-6**

This is the online learning platform that we started to use at Hawley Primary in 2020 for children in Years 1-6. Children each have a personal log-in for Seesaw. One parent/carer per child also has a separate log-in for Seesaw, but more than one per child can be offered.

Home learning activities will be uploaded to Seesaw. Activities on Seesaw can be completed in different ways:

- Often it will be possible for the child to complete the activity directly on the screen.
- Children can video themselves doing an activity and upload it, but this must be done with a parent's permission and we ask that a home adult has first viewed the video to check they are happy with what is in the background of the video;
- Children can upload a recording of themselves speaking and completing the activity orally – again, a home adult should check this recording before it is uploaded;
- Families may choose to print off relevant slides if this better suits their child's learning style or concentration;
- Or they may choose to do any written task on paper and upload photos of this. These photos can be very small onscreen and very difficult for teachers to see, however, so less detailed marking should be expected. If teachers try to enlarge the photos of written work, the clarity of the image worsens;
- KS1 children have their own Home Learning exercise book to write in. This keeps their home learning in one place and will help families establish a smoother routine at home, with younger children that cannot yet be independent with their home learning. But parents can choose to let children complete the tasks on Seesaw instead.

#### **c) TT Rockstars**

From part-way through Year 2, children are given a personal log-in to TT Rockstars. This involves timed "games" or "matches" of times table questions. Children earn coins which they use to accessorize their onscreen avatar.

Children will either be asked questions from all times tables 1-12, or their teacher may limit the questions asked to specific times tables, based on their current position on Table Mountain (our in school Times Table testing system).

TT Rockstars can be accessed from any device connected to the internet. Children

#### **d) Purple Mash**

This has been purchased by the school in Autumn 2021. We will be using Purple Mash in school within a variety of subjects. Teachers may begin to use Purple Mash for some home learning activities. Each child has their own log-in.

#### **e) Other online games**

Specific online learning games may be referenced for children to "play" as a home learning task. Children/families may choose to comment on a child's success or enjoyment with a game with a direct message through Seesaw.

## 8. Implementation

### Year R Home Learning Programme

Day Issued	Subject	EYFS, Years 1 and 2: Practice time at home
2 reading books come home once a week – a scheme book based on the Phonics taught in school and a “sharing” book	Reading	10 minutes 5x a week
Experience Challenge	EYFS curriculum	varies

### Key Stage 1 Home Learning Programme (Years 1 & 2):

Day Issued	Subject	EYFS, Years 1 and 2: Practice time at home
2 reading books come home once a week	Reading **	10 minutes each school day
Once per fortnight	Maths	20 minutes
Once per week	Phonics/Spelling	20 minutes for task set Then any additional practice with the weekly spellings as required.
In the Spring Term of Year 2, children will begin to be tested weekly on specific times table knowledge. Parents will be told when this starts and which times table to begin practising.	Times Tables	As much as possible
Half-termly	Holiday Home Learning	60 – 90 minutes This will usually be a creative task that may also involve research for the upcoming Topic.

\*KS1 Maths may involve:

- A specific task with specific questions to answer that consolidates Maths learning already practised in class
- Children playing games to consolidate key instant recall facts
- Practical practice e.g. counting forwards and backwards in different steps

\*\*Reading may involve:

- Children reading books taken home in their book bags
- Children listening to stories read to them by adults
- Children reading alternative books/magazines that are at home

The school will provide 2 reading books each week. One of these will be a “sharing” book and may include phonic patterns that a child has not yet been taught in class. It is expected that many families will also use books from home and/or the local library. A brief overview of the questions you may wish to ask when listening to your child read is listed at the front of the Reading Log.

**Key Stage 2 Home Learning Programme (Years 3-6):**

<b>Day Issued</b>	<b>Subject</b>	<b>Practice Time</b>
Monday – Friday	Reading*	5 reads a week
Teachers will alternate Maths/Literacy/ Topic Home Learning each week.	Maths**/ Literacy/ Topic	Recommended 20/30 minutes
Please refer to timetable in Reading/ Spelling Log.	Spelling investigation and practice time	As required
Please ask your child which times table they are being tested on for Table Mountain. This will vary per child.	Times Tables	Children are tested weekly on specific times table knowledge. They progress through a series of tests which we call Table Mountain. They will need to practise at home to learn their multiplication and division facts. They need to be able to answer 20 questions in 60 seconds.
End of half-term	Holiday Home Learning	90 - 120 minutes This will usually be a creative task that may also involve research for the upcoming Topic.

**\* KS2 Reading may involve:**

- Children reading books either from their book band, the library or home. This could include fiction or non-fiction material;
- Research into a current topic using the internet or books from home or the local library;
- Listening to story podcasts;
- Listening to a family member read.

The school will provide some reading material, although it is expected that families will also use books from home and/or the local library.

**\*\* Maths may involve:**

- Consolidation of activities undertaken in class – worksheet, games;
- Practical investigations involving weighing, measuring etc;
- Activities which help to establish number bonds and multiplication patterns;
- Research of data collection to support class work.

## **9. Assessment/Marking**

At Hawley Primary we believe that it is important, where appropriate, to give feedback to the children regarding Home Learning. This may be done orally or in a written format. This gives status to the work and enables children to see it as part of a continuing programme of planned work.

Activities returned only on Seesaw will be acknowledged by the teacher or commented on in more detail. Evidence of KS1 home learning returned on both Seesaw and in the homework book will be marked in one place only.

## **10. Pupils' Responsibilities**

- Concentrate and persevere for the required amount of time;
- Neat presentation of written tasks, although we realise that this may be more difficult if answering onscreen;
- Act upon feedback from the teacher;
- Return home learning on time.

## **11. Teachers' Responsibilities**

- Set Home Learning tasks which are a relevant and coherent part of the class focus work;
- Ensure work set is reasonable in terms of time allocation;
- Ensure that the needs of individual children are taken into account;
- Vary the type of Home Learning set, where appropriate;
- Class teachers or assistants check and sign diaries as appropriate.

## **12. Parents' Responsibilities**

- Provide a suitable working environment and a regular routine;
- Discuss Home Learning with children and assist in planning and organising time;
- Provide assistance during a task, if necessary, by reading aloud and questioning, but not teaching;
- Provide some assistance during a creative task, e.g. with measuring and cutting stiff material, but allowing the child to do as much of the creation as possible themselves and to make decisions about resources used and about the design;
- Encourage and promote independent work habits;
- Encourage that the time allocation is adhered to. If a task is not completed within the time, or if there is anything the teacher should be aware of, make a note in the diary;
- Sign the reading record to indicate that the child has read for the required amount of time;
- Communicate with the class teacher if problems arise;
- Establish an understanding that Home Learning is an important part of school life.



**13. Ofsted**

Ofsted state: "For homework, it is up to individual schools to decide whether it is age-appropriate, in line with their policy. Inspectors do not assess homework as part of inspections."

**14. Review**

This policy will be reviewed every year in accordance with the school's Policy Review Cycle.