

St Mark's Primary School



A caring place to learn, play and grow

St. Mark's C.E. Primary School

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Home Learning

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ST. MARK'S CHURCH OF ENGLAND PRIMARY SCHOOL

... a caring place to learn, play and grow.

HOME LEARNING POLICY

Philosophy

At St. Mark's we strongly believe that parents, carers can have a huge impact on their child's chances of having a successful adult life if they engage with their child – particularly with their child's learning. Therefore, we will ensure that parents, carers are clear of what their child is learning at our school and provide regular learning opportunities (homework) that can be shared at home.

Children's Views

Children at St. Mark's were consulted about homework in Summer 2017.

In answer to the question, *"Why are you given homework?"* the vast majority replied that it helps them learn at home.

There was a mixed response to the question, *"Do you like doing homework?"* Most negative responses referred to it *'being a waste of time'* and *'stops me doing what I want to do'*.

These answers have led us to have a fresh look at the way we present "homework".

Purpose of this policy

- To make clear the school's philosophy for providing home learning
- To make clear the perceived benefits of home learning
- To make clear the procedure our school uses to provide home learning
- To set the expectations for the amount of home learning to be provided across the key stages
- To make clear the actions required if home learning is not done
- To make clear the responsibilities for monitoring the home learning procedures are in place

Why do we give home learning (homework)?

Core purpose

- To make learning part of life, not just an activity that is pursued at school
- To involve parents, carers with the education of their children
- To encourage children to involve their parents, carer in their education

Additional purpose

- To reinforce class work eg spellings, number facts, handwriting
- To capture a child's interest in future class work
- To improve children's organisational and study skills and encourage self-discipline and motivation
- To make use of external resources available to the family eg libraries, museums, clubs, people, websites, books, newspapers, television etc
- At Y6, as a preparation for secondary transition
- To support the 6R's life skills, particularly responsibility, resilience, resourcefulness

Continuity and Progression

There must be continuity and progression across classes with regard to the systems used for giving home learning eg: amount, communicating the home learning to parents, carers, following up home learning etc. This policy sets out the procedures that must be followed (NB we often have cases of twins in separate classes – imagine you are the parent!)

How do we give home learning (homework)?

Communication with parents

Our home learning expectations must be made very clear for parents, carers and reiterated frequently to ensure that all parents, carers understand their role.

This can be done by using some/ all of the following activities:

- Details provided termly in the class newsletter and in the child's home learning book
- Initial meeting in September at the start of the academic year (information sent to those who were unable to attend)
- Discussions on Parents Evenings, particularly where home learning is not being properly engaged with

NB: Not all parents, carers are able to read.

Amount/type/what is the home learning kept in?

The amount and type of home learning expected will vary in accordance of age and ability.

Types of activity will include some/ all of the following

- Reading – to be expected of every child from YR – Y6; ideally daily but at least 5 x a week, recorded by parent or child in the school reading diary
- Regular practice, spelling activity - to be expected of every child from Y1 – Y6 weekly
- Regular practice, number fact activity eg: Rockstarts/ Mathletics – to be expected of every child from Y1 – Y6 weekly
- Other activities will be put into the **Home Learning books** with a 'return by' date

From September 2018 it was agreed that using rewards and consequences for home reading would cease and there would be an increased emphasis on the love of reading in school.

Planning for home learning

Home learning will often be planned as an integral part of the child's curriculum, but any activities that fulfil our philosophy of parental engagement are suitable.

Equal Opportunities

Home learning, where it is specific, should be matched to the abilities of the child. This would require differentiated sets of spellings, number facts etc to be provided within a class.

Other home learning will often be open ended and therefore, expectation of outcome will enable differentiation.

Responsibility of the class teacher

To:

- Ensure all parents, carers are clear of the home learning procedures for their class – notices, meeting in September, emails, texts
- Use a class record keeping system to track home learning is being done
- Ensure the amount and type of home learning given is in line with appendix 3 (NB there may be exceptions eg. preparation for KS SATs)
- Provide home learning materials at a parent, carer request if a child is off ill for longer than 5 days (not for holidays taken by parents in term time)
- Provide home learning materials for a child who is excluded
- Provide school opportunities for children who are not able to do the 'home learning activities' at home.

Marking of Home Learning

Home learning should be monitored by classroom staff. This may involve verbal marking, whole class marking, and individual marking. In all cases, feedback should be given to children (and parents where possible), reinforcing the worth of their home learning.

Monitoring

- Head is responsible for checking that class letters are clear about home learning.

Role of the Head

The Head is responsible for ensuring that the policy is being implemented and that it is updated as necessary.

Policy Reviewed: Autumn 2018

AJW/Policy/2018