

BISHOPTON PRIMARY SCHOOL



HOME LEARNING Policy

Prepared by:	Andrew Smith
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Reviewed:	December 2023
Reviewed:	
Reviewed:	

Signed: *Andrew Smith*
(Headteacher)

Signed: *Terry Pearson*
(Chair of governors)





Policy on Home Learning (Homework)

Home Learning (or homework) is anything children do outside the normal school day that contributes to their learning. Home Learning encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. We understand that parents often have a diverse range of feelings about Home Learning so we endeavour to make it as straight forwards as possible.

Rationale for home learning:

We believe that Home Learning is an important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see home learning as an important example of co-operation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that completing Home Learning is a way in which children can acquire the skills of independent learning.

Home Learning plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

We need a policy for Home Learning at Bishopton Primary School to ensure:

- Consistency of approach across year groups
- Arrangements are manageable for everyone
- There are clear expectations for parents, teachers and children
- Needs of individuals are taken into account
- Rewards are used consistently
- There is manageable, effective communication / feedback

Aims and objectives:

The aims and objectives of Home Learning are:

- That opportunities are provided for parents and children to enjoy learning together
- To promote co-operation and involvement of parents and other adults
- To ensure that learning is supported with reinforcement, consolidation, revision and research
- To extend experiences and interests
- To consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons
- To allow children to develop community links through research and use of local resources
- To promote positive attitudes towards lifelong independent learning
- To develop personal skills required for learning (eg, self-discipline, self-organisation)
- To develop skills in the use of technology

Types of home learning:

We will provide a range of home Learning that is linked, where possible, to the ability and age of the child. Staff and pupils regard Home Learning as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. For specific guidance and the content of Home Learning, please refer to Appendix 1 and 2.



We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach explained by the teacher. Children should be able to complete the tasks unaided, but parental support will be invaluable to ensure that children have fully understood the learning in question. It is important that children complete their weekly Home Learning tasks and this is ultimately the responsibility of parents or carers.

Alongside the maths and literacy Home Learning activities set for the children each week, children should also continue to learn their weekly spellings, practise their times tables and read regularly. Parents are asked to encourage their child to read at for a minimum of three times per week either individually or in a shared context.

Amount of home learning:

As they move through the school, we increase the amount of home learning that we give the children. The exact times spent carrying out the home learning activities will depend on individual children and their abilities. However, children should not be expected to spend longer than 45 minutes routinely on tasks as a matter of course. The time spent on home learning activities will include reading, spelling and arithmetic as well as topic related activities.

Inclusion and home learning:

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting home learning for pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs).

Roles and Responsibilities:

The role of Bishopton Primary School:

- To set Home Learning activities as laid out in this policy
- To match Home Learning to children's abilities and relate to work in school
- To explain tasks clearly
- To give regular feedback
- To give suitable rewards (eg, house points or merits)

The role of parents:

- Provide a suitable, quiet and comfortable place to work, with access to the Internet if required
- Provide encouragement and positive feedback
- Try and choose the least hectic part of the day
- Help organise any simple equipment needed
- Let the teacher know if there are any circumstances that make it difficult to complete Home Learning
- Help children to attend places in the local community to find information

If parents have any questions about home learning, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher. Finally, if they wish to make a complaint about the school Home Learning policy, or the way in which it is implemented, parents should follow the school's complaints procedure and contact the chair of the Governing Body.

The role of children:

- To store Home Learning in a safe place
- To take pride in their Home Learning
- To discuss any marked Home Learning where appropriate
- To listen carefully to instructions about the task and ask their teacher if they do not understand



Use of ICT:

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. This can be recorded electronically or with a standard writing implement.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Parents are advised always to supervise their child's access to the Internet and reinforce the message of 'Keeping Safe Online'.

Monitoring and review

A named member of staff is responsible for co-ordinating and monitoring the implementation of this policy. At Bishopton Primary School this will be Mrs. V. Charman.

It is the responsibility of our Governing Body to agree and then monitor the school home learning policy. Our Governing Body may, at any time, request from our Headteacher a report on the way in which home learning is organised in our school.

The Senior Leadership team will monitor Home Learning that has been set. This policy will be reviewed in three years, or earlier if necessary.



APPENDIX 1

Bishopton Primary School Home Learning 2023/24

<u>YEAR 6</u>	
Maths	Schofield & Sims: one page weekly; Times Table Rock Stars as appropriate
Spelling	15 words weekly
Reading	3 x 30 minutes minimum
Independent Learning Unit (ILU) (cross curricular)	Various topic-based tasks allocated half termly

<u>YEAR 5</u>	
Maths	Schofield & Sims: one page weekly; Times Table Rock Stars as appropriate
Spelling	Weekly (Spelling Bee, topic vocabulary & common errors)
Reading	3 x 30 minutes minimum
Independent Learning Unit (ILU) (cross curricular)	Occasional topic-based tasks allocated half termly

<u>YEAR 4</u>	
Maths	Times Table Rock Stars (at least five studio games per week); Mathletics
Spelling	Spelling list sent home weekly; tested on a Monday
Reading	3 x 20 minutes minimum
Independent Learning Unit (ILU) (cross curricular)	Occasional topic-based tasks allocated half termly

<u>YEAR 3</u>	
Maths	Times Table Rock Stars; Mathletics (two activities each week)
Spellings	Weekly spellins
Reading	3 x 20 minutes minimum
Independent Learning Unit (ILU) (cross curricular)	Occasional topic-based tasks allocated half termly

<u>YEAR 2</u>	
Maths	Mathletics set on a Monday - weekly
Spelling	Sent home half-termly and tested weekly
Reading	3 x 20 minutes minimum
Independent Learning Unit (ILU) (cross curricular)	Occasional topic-based tasks allocated half termly

<u>Year 1</u>	
Maths	Mathletics set weekly
Reading	3x15 minutes minimum; books changed twice a week
Spelling	Sent home weekly, differentiated for different groups



Reception	
Maths	Mathletics tasks set weekly
Reading	New reading books distributed on a weekly basis
Phonics	Based on sounds children have been learning that week in school



Development of Spelling at Bishopton

Dear Parents,

As part of our curriculum development we are adapting the way we teach spelling and how you receive your child's weekly spellings. Each week you will receive a lists of spellings that will follow spelling rules that your child has been taught in school and/or a number of common words. Children will be given a quick "pop quiz" prior to their test which will check their knowledge of the spelling rules and will review previous spellings that they have learnt. The children will be tested on no more than 10 spellings at any pop quiz but, because they will be constantly tested on the previous week's spellings their spelling knowledge will be more deeply embedded. Children are taught spellings and tested to improve their ability to spell accurately within their independent writing. It is important that we embed this learning so that it does not only remain in their short term memory – from the evening before to their test the next day! I have attached to this letter a range of strategies that you can use to help your child learn their spellings. All children learn in different ways and we will discuss with your child if they are improving with their learning of spelling rules and applying these in their independent writing. In our spelling lessons, they will be taught multiple strategies to help them learn new spellings. If you have any questions about the changes to our spellings homework, please contact your class teacher or myself.

Yours sincerely,

Mrs. E. Graver,
Literacy Manager

