



**PHOENIX**  
PRIMARY SCHOOL

# HOME LEARNING POLICY

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A **Beyond** ACADEMY  
SCHOOLS TRUST

## INTRODUCTION

At Phoenix Primary School there is an expectation that Home Learning will be set, completed, and handed in on time. Home Learning in our school takes various forms depending on the age of the pupils. For example, for younger children it may be practicing reading and the learning of spellings and tables to support their learning in school, while for the upper Primary it may be additional work to prepare them for the demands of Secondary School homework. Our home learning policy and practice incorporates the Government recommendations and guidelines detailed in the DCFS Homework Guidelines. We are also mindful that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. Our policy and practice therefore recognise the need for the children to have time to be children!

## THE PURPOSE OF HOME LEARNING

As a child progresses through primary school, Home Learning has some or all of the following purposes depending on the age of the child and format of the work.

- It consolidates and reinforces skills and understanding learnt in school
- It extends school learning, for example through additional reading
- It provides opportunities for children to use out of school resources (e.g. books and Information Technology) found in the home or other places such as libraries
- It fosters the partnership between the school and parents in achieving the aims of the school for the benefit of the child
- It helps develop the confidence and self-discipline the child needs to study on their own.

## AIMS and RESPONSIBILITIES

Mindful of the above purposes of Home Learning, our aims in setting the work are to:

- give children further practice of the skills and concepts learnt during the school day
- extend and support the learning experiences in school via reinforcement and revision
- enable parents to share in their child's education in partnership with the school
- provide progression towards independence and individual responsibility in the Upper Primary years to prepare the children for transfer to secondary school
- ensure consistency of approach throughout the school.

The school, parents, and pupils each have responsibilities regarding Home Learning  
These are as follows:

- **School** is responsible for setting work appropriate to the child's age and ability.
- **Parents** are responsible for providing their child with time, space, encouragement and support with any work they have including hearing their child read and assisting in the learning of tables and spellings.
- **Pupils** are responsible for undertaking any work set and remembering to take home and return to school all books and equipment needed to undertake their home learning.

## TYPE AND QUANTITY OF HOME LEARNING

We follow the Government's recommendation that the main focus of Home Learning for children in primary school should be on literacy and numeracy key skills, across the term children are given the opportunity for project based home learning through the foundation subjects.

## LITERACY

Within the Government's Literacy Strategy there is an expectation for parents to hear their child read frequently at home to practice the skills of reading taught in school during the daily Literacy Hour. A Home-School reading record is provided for parents to enable them to communicate to school any comments about their child's reading practice. These record diaries are checked by the teacher. Indeed, the Government's Home Learning Guidelines states that:

*"All primary school age children should either read to their parents or carers, listen to them reading or, if they are fluent readers, read on their own for at least 10 to 20 minutes a day."* [paragraph 20, page 9]



Throughout the school the children are asked to learn number bond patterns/times tables as appropriate for the age of the children. In lower KS2 other numeracy related Home Learning tasks may occasionally be given. In the upper KS2 Set classes more formal numeracy Home Learning is set regularly in rotation.

## EYFS

Research supports the importance of vocabulary development from an early age and that project-based learning enhances this and many other key developmental skills. In EYFS home learning could include:

- Daily reading
- All about me weekend book
- Precise practise key elements for individuals
- Interest projects

## OTHER HOME LEARNING FOR OLDER CHILDREN

To prepare the children for the demands of secondary school Home Learning, children in years 5 and 6 are given work more frequently, usually daily, such as literacy, numeracy, research relating to history, geography and/or science topics. Parents will be notified of what work is to be set and are reminded of our home learning expectations regularly.

## HOME LEARNING EXPECTATIONS

These will generally be:

- In KS2 to bring completed work into school the day instructed by the class teacher. If work set was preparation for a coming lesson therefore, they may find this subsequent lesson difficult to complete if they have not done the preliminary task.
- To encourage parental support in building up a Home Learning routine and training their child to do their work with care and to pack completed work in their bags for the following day or agreed date of return.
- Where appropriate, to ask a child who has not completed a piece of work that feeds into a subsequent lesson is given time to complete it during the school day to support learning.
- Parents will be contacted by the class teacher if work is not completed persistently to offer guidance and support.
- If there is a valid reason, (e.g., family crisis or illness) for a child being unable to do their Home Learning, parents are asked to inform the class teacher at the first available opportunity, either in writing or verbally.

## TIME ALLOCATION FOR HOME LEARNING

The Government *recommend* the following time allocations for Home Learning. This is only a guideline, and whilst the school endeavours to follow these guidelines carefully, there may be times when these guides are modified or changed. It is also expected that the times below are a mixture of activities and not one subject alone.

## EYFS

**No set time promotion of conversation and daily interactions**

**Years 1 and 2**

**1 hour per week (excluding reading)**

**Years 3 and 4**

**1.5 hours per week (excluding reading)**

**Years 5 and 6**

**2.5 hours per week (excluding reading)**



When setting Home Learning teachers will be mindful of the above time allocations and will distribute the work across the days of the week accordingly. Where the work involves learning spellings and/or tables, the checking of this may take the form of a test set on a specific day of the week. Parents will be notified by newsletter at the beginning of each term on which day which test will be administered (if one is routinely administered) in order that they can support the child in their Home Learning by ensuring the learning task is completed by the day of the test. Home learning tasks set will generally practise skills the children have met during recent lesson activities.

### **HOME LEARNING SUPPORT FACILITIES**

In order to support children's learning, all children have the opportunity to complete home learning during their school day, should they need to do so for whatever reason.

Also, the school's open-door policy allows all staff to be made aware of any issues that may be significant to any child's ability to complete his or her work.

### **HOME LEARNING FEEDBACK**

We recognise that pupils benefit from feedback on their work as soon as possible. Much of the Home Learning, particularly in EYFS/KS1 and Lower KS2, may not be formal paper exercises requiring formal marking. Therefore, much of the feedback may be verbal from the teacher to the child; the format and timing of the feedback depending on the nature of the work and when it is assessed by the teacher.

With the older children, teachers will check that work has been completed, and, depending on the task, children may 'class mark' or 'self mark' their work under the direction of the teacher or teaching assistant. (Teachers do not always have time in the school day to mark individual children's home learning). This may be followed by general feedback to the class.

We recognise and will reward the children for their efforts with Home Learning tasks in accordance with our school rewards system, i.e., with Dojo points or as part of our Friday Celebration Assembly, when it is appropriate to do so.

Constructive feedback from parents about their child's work is also welcomed by the school. To enable parents to feed back about a child's reading we provide Home - School reading records described earlier.

### **ABSENCES**

Children who miss lessons due to being absent from school or being withdrawn from lessons to attend peripatetic instrument tuition or such may be given as home learning work, they have missed, if appropriate.

Where children are absent for longer due to medical reasons, it is not school policy to supply work to cover these periods, as the children should be able to attend school if they are well enough to undertake work. There are, however, exceptions to this rule and the school reserves the right to decide whether this is acceptable or not.

### **MONITORING**

Class teachers are responsible for the day-to-day monitoring of Home Learning set and any comments from parents. The Phase Leaders and then SLT are responsible for the general monitoring of home learning provision within delegated areas.

