



# Great Horwood Church of England School

## Home-Learning Policy

September 2024

### Our Vision

***“Where our children play, learn and grow together” knowing that Jesus said:  
“I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart  
from me you can do nothing.” John 15:5***

### Great Horwood CE School Ethos

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

Inspired by Christian faith and rooted in the teachings, values and spirituality of the Church of England we embrace our core values of love, perseverance and respect where all individuals can learn to value themselves and others.

We are committed to setting high standards of achievement within a caring and nurturing learning environment. We aim to provide opportunities for children to develop a curiosity of learning, a thirst for knowledge through play, and an exploration of the world around them.

Signed: Tom William  
Chair of Governors

# Home Learning Policy

## Introduction

The school policy for home learning was developed in consultation with the teaching staff and has the full agreement of the Governing Body.

## Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do
- Ensure consistency of approach throughout the school
- To use homework as a tool to help continue to raise standards of attainment
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment
- Provide opportunities for parents, children, and the school to work together in partnership in relation to children's learning
- Encourage pupils and their parents to share and enjoy learning experiences
- Reinforce and consolidate work covered in class by providing further opportunities for individual learning
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently
- To prepare Year 6 pupils for the transfer to secondary school
- To reaffirm the importance of education through the support and approval of parents

## The Nature of Home Learning

It should be noted that home learning can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting home learning there are several points to consider: -

- The nature and type of home learning changes throughout a pupil's school career
- Amount and frequency of home learning should increase as a pupil gets older
- Home learning should not cause undue stress on the pupil, family, or the teacher
- It will not necessarily come in the form of a written task
- Home learning should be set regularly from the Foundation Stage to Year 6

## Home Learning Tasks and Recommended Time Allocation

Home learning should never be too onerous, nor should it ever create stress within the pupil's family. If parents have any concerns, they should not hesitate to contact the classteacher on the class email. Normally, more than one day will be allowed for the completion of a home learning task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

The following are government recommendations as appropriate time allocations for home learning activities.

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

### EYFS (Early Years Foundation Stage)

All children in foundation will have access to books and e-books that are appropriate for their child's needs. We encourage parents to share books and reading to and with their children. We would encourage you to read the ebook every day with your child. Every Friday a new ebook will be uploaded for you to access. Pupils are encouraged to practice new phonics, high frequency & tricky words, and numbers when appropriate at home. Parents are encouraged to discuss learning with their child regularly. Home learning tasks do not need to be handed in to the class teacher.

### Key Stages 1 and 2

Reading records are sent home for parents to record their child's reading. In year 5 & 6 the children are required to complete their own reading records. All reading records need to come into school daily.

Please note teachers will sign the reading record weekly but won't write a comment in the home reading records as we keep separate records in school.

At Great Horwood C.E. School our home learning tasks are as follows, with some flexibility:

<b>Year Group</b>	<b>Task</b>	<b>Approximate timings</b>
Nursery Acorns	<ul style="list-style-type: none"> <li>Book or e-book share with an adult</li> <li>Practice counting for a purpose</li> </ul>	Daily Daily Parents are encouraged to discuss learning with children - recommended weekly
Reception Acorns	<ul style="list-style-type: none"> <li>Reading and book/E-book share with an adult</li> <li>Look together and practice focus phonics and key words</li> <li>Practice letter formation</li> <li>Practice counting for a purpose and recognition of numbers</li> </ul>	A reading book will be set on our Collins E-book webpage on a Friday. Please read this daily. On a Friday, your child will visit the library to choose a book to share at home. Please pop this library book in the book bag every Friday so we can change it. Phonics worksheet to show the focus of the weekly phonics to practice at home. Sound cards and tricky words, learnt in the week, will be added to the sound wallet every Friday. A fun maths activity may also be set.
Years 1 & 2 Conkers	<ul style="list-style-type: none"> <li>Alternate fortnightly Literacy and Maths tasks</li> <li>Reading with an adult</li> </ul>	A reading book will be set on our Collins E-book webpage on a Friday. Please read this daily. A second book for pleasure will be sent home for

	<ul style="list-style-type: none"> <li>• Time Tables Rock Stars for Maths</li> <li>• Learning of phonic patterns or spellings rules</li> <li>• Learning of multiplication tables</li> </ul>	<p>children to practise their early reading or to be read to by an adult.</p> <p>Phonics worksheet to show the focus of the weekly phonics to practice at home.</p> <p>Aim for 2x15 or 3x10 minute sessions of Times Tables Rock Stars a week. The class teacher will advise which phonics and counting/multiplication tables your child needs to practice.</p> <p>Homework is handed out on a Friday and needs to be returned on a Wednesday stuck in their homework book.</p>
Years 3 & 4 Maples	<ul style="list-style-type: none"> <li>• Alternate fortnightly Literacy and Maths tasks</li> <li>• Reading with an adult</li> <li>• Times Tables Rock Stars for Maths</li> <li>• Learning of spelling rules</li> <li>• Learning of multiplication tables</li> </ul>	<p>Reading daily either alone or to an adult. Parents to sign the reading record daily and hand in weekly.</p> <p>Daily reading or discussion/talk would really support your child's progress in practising reading skills and learning to read for pleasure.</p> <p>Aim for 3 x 10 minutes or 2 x 10 minutes sessions of Times Tables Rock Stars each week.</p> <p>Spellings between 10-12 words a week tested on a Friday. The class teacher will advise which phonics/spellings and multiplication tables your child needs to practice.</p> <p>Homework is handed out on a Friday and needs to be returned on a Wednesday stuck in their homework book.</p>
Years 5 & 6 Hawthorns	<ul style="list-style-type: none"> <li>• Alternate fortnightly Literacy and Maths tasks</li> <li>• Daily independent reading with a weekly discussion about the book/texts read</li> <li>• Timetables Rock Stars for Maths</li> <li>• Learning of spelling rules</li> <li>• Learning of multiplication tables up to 12x12</li> </ul>	<p>Reading daily either alone or to an adult. Parents to sign the reading record daily and hand in weekly.</p> <p>Daily reading or discussion/talk would really support your child's progress in practising reading skills and learning to read for pleasure.</p> <p>Aim for 3 x 10 minutes or 2 x 10 minutes sessions of TTRS each week.</p> <p>Spellings between 10-12 words a week tested on a Friday. The class teacher will advise which phonics/spellings and multiplication tables your child needs to practice.</p> <p>Homework is handed out on a Friday and needs to be returned on a Wednesday stuck in their homework book.</p>

### Role of the child

All children sign a home/school agreement at the beginning of every school year, relating to committing to completing work of a high standard. If children do not understand a home learning task, then they need to make sure that they seek help well before the home learning is due in.

Children are responsible for handing home learning set in on time. In the event of children not completing home learning on the due date children will be given an additional evening to complete the work. If the home learning is still not completed, the pupil will be directed to complete the work at lunchtime. The length of time required to complete the task will be at the discretion of the class teacher and is dependent on the task to be completed (max 20 minutes during lunchtime). Pupils will not be kept in at morning break to complete work. Persistent failure to complete home learning will result in parents being contacted.

Home learning will be sent home on a Friday and should be handed in on a Wednesday. Work should be completed in the home learning book and returned weekly to school. If work is handed in late it will not be marked. There is a £1 charge for lost home learning books.

Where parents or pupils would like to complete more learning at home extra tasks; there are many activity books available in bookshops, such as WHSmith, that can be completed, but will not be marked by the teacher. Additional activities can be found online or/and Times Tables Rock Stars can be completed.

### **Role of the Class Teacher**

- To provide an explanation of home learning tasks to parents when necessary and give guidance of how they might assist their child.
- To set up regular home learning in an easily followed routine.
- To ensure home learning tasks are published each week on Google classroom/the class website or in the home learning book with clear expectations.
- To set home learning that takes equal and racial opportunities into account.
- To ensure any home learning is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete home learning tasks.
- To mark home learning when necessary and give feedback to pupils in line with the marking and feedback policy.
- To monitor home reading, rewarding regular home reading as appropriate.

### **Role of the Head teacher and Governing Body**

- To check compliance of the Policy
- To meet and talk with parents when appropriate
- To discuss with staff how far the policy is being successfully implemented
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails

### **Role of Parents/Carers**

- To support the school by ensuring that their child attempts the home learning to the best of their ability
- To provide a suitable place for their child to carry out their home learning
- To encourage and praise their child when they have completed their home learning
- To become actively involved and support their child with home learning activities
- To make it clear that they value home learning, and they support the school by explaining how it can help learning
- To ensure that children complete the appropriate amount of home learning, communicating with the class teacher where this has not been possible

At Great Horwood School we are very keen for parents to support and help their children with home learning. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do independently. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher. If home learning is unable to be completed, then an email should be sent to the office which will be sent to the class teacher.

### **Racial Equality & Equal Opportunities**

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Great Horwood School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Pupils who do not have access to computers at home are very welcome to join the lunchtime club to complete work on the school chrome books.

### **General**

Staff will endeavour to ensure all home learning is given feedback in line with the school's current Feedback and marking Policy. This may verbal feedback to the individual child or a short-written comment. Class Dojo points may also be given. This will help to give the entire process of setting and completing home learning a higher profile and status. It will also send out the message that home learning is an important and valued aspect of school life. Giving feedback is a way of keeping track of who has completed their home learning and letting pupils know how well they have met the objectives of the work. Nursery and Reception do not need to hand their homework in as they receive practical tasks for home learning.

If children are absent due to illness, we will not send learning home. We would assume the child was too ill to work. If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help or support needs to be given.

In the event of a school closure, for example due to adverse weather conditions, work will be posted on Google Classroom or the class pages on the school website which should be completed at home.

Parents/Carers who have queries about home learning should not hesitate to make an appointment to see their child's class teacher.

**Monitoring and review**

This policy is reviewed annually to ensure that the home-learning set is manageable. This policy will next be reviewed in the Autumn Term 2025