Learning at Home (Homework) Policy

Approved by:	Governors	Date: April 2024
Last reviewed on:		
Next review due by:	April 2027	

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1. Introduction

1.1 Purpose

The purpose of this policy is to provide guidelines and procedures for effective home learning practices at Bramber Primary School. Home learning is an integral part of the educational experience and aims to reinforce and extend learning beyond the classroom.

At Bramber Primary School, the purpose of learning at home is:

- To offer opportunities to practice skills and embed classroom learning.
- To further stimulate enthusiasm for learning.
- To provide learning that is achievable independently, with parents/carers facilitating the tasks.
- To experience success by completing activities that access prior learning from school.
- To offer opportunities for familiarisation for assessments. (i.e. phonics check, multiplication check, SATs)

- To help foster habits of organisation and self-discipline in preparation for the demands of secondary school.

Whilst we support all of the above key principles, Bramber Primary School is not a school at which homework dominates home and school life. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore, burden or source of conflict, it ceases to be a constructive aspect of teaching and learning.

1.2 Scope

This policy applies to all pupils, staff, parents/carers and the wider school community involved in the home learning process at Bramber Primary School.

2. Legislation and Guidelines

2.1 Compliance with UK Government Legislation

Bramber Primary School will adhere to all relevant UK government legislation, including but not limited to the Education (Pupil Registration) (England) Regulations 2006 and the Department for Education guidance on Elective Home Education.

2.2 Best Practices and Guidelines

The school will incorporate best practices and guidelines suitable for UK educational settings, including those recommended by the Education Endowment Foundation (EEF) and Ofsted.

3.Roles and Responsibilities

3.1 Pupils

Pupils are responsible for completing home learning tasks to the best of their abilities and submitting them within the designated timeframe.

Pupils should seek clarification from their teachers if they require additional support or guidance regarding home learning tasks.

3.2 Staff

Teachers will set appropriate and meaningful home learning tasks that align with the curriculum and support pupils' learning objectives.

Teachers will provide clear instructions and resources to facilitate independent learning at home.

Teachers will provide timely feedback on home learning tasks to support pupils' progress and development.

3.3 Parents

Parents are encouraged to create a supportive home environment that values and prioritise home learning.

Parents should ensure that their child has a suitable space and resources to complete home learning tasks.

Parents should communicate with teachers if they have any concerns or questions regarding home learning tasks.

3.4 School Leadership

School leaders will provide guidance and support to teachers in implementing effective home learning practices.

School leaders will ensure that appropriate resources and technology are available to facilitate home learning.

School leaders will monitor the implementation and effectiveness of the home learning policy and make necessary adjustments as required.

4. Implementation Strategies

4.1 Home Learning Tasks

Home learning tasks will align with the curriculum and support pupils' learning objectives.

Home learning tasks will be communicated clearly to pupils and parents, including the expected timeframe for completion.

4.2 Support for Pupils

Teachers will provide guidance and support to pupils in understanding and completing home learning tasks.

Additional resources and materials will be made available to support pupils' independent learning at home.

4.3 Communication with Parents

Regular communication channels, such the school website, emails, or online platforms, will be utilised to inform parents about home learning expectations and updates.

Where applicable, parents will be provided with resources, tips, and strategies to support their child's home learning experience

4.4 Monitoring and Feedback

Teachers will monitor pupils' completion of home learning tasks and provide timely feedback to support their progress.

School leaders will monitor the effectiveness of home learning practices through regular review and evaluation.

5. Review Mechanisms

5.1 Regular Review

The home learning policy will be reviewed annually to ensure its relevance and effectiveness.

Feedback from pupils, staff, parents, and the wider school community will be sought and considered during the review process.

5.2 Evaluation

The impact of home learning on pupils' learning outcomes and well-being will be evaluated periodically.

Evaluation findings will inform future improvements and adjustments to the home learning policy.

6. Support for Vulnerable Pupils

Additional support and accommodations will be provided for vulnerable pupils, including those with special educational needs or disabilities, and those with social workers.

Individual Education, Health and Care plans will be reviewed in collaboration with parents and carers to ensure home learning is tailored to meet specific needs.

7. Home Learning Expectations

Year Group	Task	How often?
EYFS (Ducklings)	Reading with an adult	Daily
	'Red' word practice using bookmark	Weekly
	Other tasks set on Tapestry	When relevant
Year 1 (Robins)	Reading with an adult	Daily
	Phonics spelling, handwriting and 'red' word reading and spelling practice.	Weekly
	Maths task set on Tapestry	When relevant
	Numbots – online maths program to support early number	At least weekly, from the summer term
Year 2 (Chaffinch)	Reading with an adult	Daily
	Spelling Activity	Weekly
	Numbots – online maths program to support early number	At least weekly in the Autumn Term
	TT Rockstars – online multiplication practice	At least weekly from the Spring Term
Year 3 and 4 (Doves and Seagulls)	TT Rockstars - online multiplication practice	At least three times a week for 10 minutes.
	Spelling Task linked to in-class spelling focus	Task set every fortnight when spelling rule/pattern has been taught. Spend at least 5 minutes daily on these words.
	Learn Tier 3 topic words. 'Spelling Mat' with key words on.	Sent home at the start of every new topic. At least termly. Spend at least 10 minutes per week on these words
	Reading	Daily for 15-20 minutes. Comments recorded in the back of child's home learning book.
	Writing – grid of activities	Set termly to be completed over the term.
	Optional Topic Task. Opportunity to showcase their topic learning through a medium of their choice.	Completed over the course of the topic, usually over a term.
Year 5 and 6 (Kingfisher and Herons)	Mathematics task linked to learning in class that should be completed independently.	Weekly – approximately 30 minutes to complete
	Spelling, punctuation and grammar (SPAG) task, incorporating the focus class spelling rule/pattern	Weekly – approximately 30 minutes to complete
	Reading	Daily for 20-30minutes. Comments recorded in the back of child's home learning book.
	Optional Topic Task. Opportunity to showcase their topic learning through a medium of their choice.	Completed over the course of the topic, usually over a term.