

Home-learning Policy

[homework for pupils]



Introduction

Any opportunities or activities at home that support pupils' education and learning at school is home-learning. Home-learning has various forms that include the following:

- discussions between children and their parents or siblings;
- sharing of ideas or learning from school;
- reading together or any written learning;
- researching and/or visits, and;
- completing learning taken from school or engaging in learning to consolidate achievement at school.

At Bigland Green pupils have the opportunity to engage in a wide range of activities after school and at home that contributes greatly to their achievement and attainment at school.

Philosophy

At Bigland Green, we recognise that education starts in the home and continues throughout a child's schooling. Parents are skilled educators regardless of their educational background. The school is committed to encouraging approaches to life-long learning that makes appropriate use of pupils' learning outside school.

Home-learning is a collective responsibility of the class-teacher, the pupil and the parent or the guardian. Home-learning involves the home and the community in learning that cannot be easily done or learning that supports and reinforces what is learnt at school.

The school strongly believes that home-learning should be appropriate, proportionate and manageable. Home-learning demands should not infringe on children's rights to play, physical activities and rest. Home-learning should not be competitive, and should be seen as an extension of the learning process and not a test.

Aims and Objectives

The aims of home-learning at Bigland Green Primary School include the following:

- to raise standards;
- to recognise and build on the educational role of parents and carers, and use their contribution to raise standards;
- to develop the practice of independent study, research skills and self-discipline;
- to allow practice, consolidation and extension of skills learnt in the classroom;
- developing pupils' sense of responsibility for their own learning, and;
- to develop and harness children's interests and enthusiasms.

Entitlement

All pupils are entitled to home-learning that promotes greater involvement between home and school, and supports their learning. We aim to ensure that home-learning is accessible to pupils of all abilities. All parents are entitled to receive advice from the school on resources and equipment that may be needed for home-learning. Parents should ensure that their children have access and make effective use of resources available in the community including public libraries, museums and parks.

Pupils' are entitled to take books home everyday from the school. It is the parents' responsibility to ensure that their children borrow and return books regularly using a suitable book folder.

Teachers will acknowledge and provide verbal feedback on home-learning, and may not be marked in the conventional manner.

Organisation and implementation

Year	Home-learning	Frequency
Every year group	<p>Takes a reading book home to be read to or by an adult. Nursery to Year 3 take two books home – one to read to an adult (banded) and the other to be read by an adult. Year 4 to Year 6, take home two books one to be a fiction book (novel) and the other to be a non-fiction book linked to their topic.</p> <p>During the school holidays, children will be set a small project to research based on their upcoming topic. This homework is open ended, with a choice of activities, and allows children to work creatively.</p>	<p>2-3 times each week</p> <p>Learning pack at the beginning of each holiday</p>
Nursery and Reception	Nursery and Reception will be given weekly home learning tasks that are creative and open-ended.	Weekly
Years 1 and 2	<p>Year 1 will be given home-learning packs that focus on spellings and number games.</p> <p>Year 2 will be given tasks from 4 different CGP question books. There will be one short task for Mathematics and English each week:</p> <ul style="list-style-type: none"> • Key Stage One SATs buster Reading • Key Stage One SATs buster Mathematics (reasoning and arithmetic) • Grammar, Punctuation and Spelling 	<p>10-15 minutes reading everyday</p> <p>Once a week a minimum of: 2 x 20 minutes tasks in Mathematics, English and Comprehension</p>
Years 3 and 4	<p>Year 3 and 4 will be given tasks from 3 different CGP question books. There is also a study book for maths, with worked examples. There will be one short task for Mathematics and English each week:</p> <ul style="list-style-type: none"> • Key Stage Two Mathematics • Comprehension • Grammar, Punctuation and Spelling 	<p>20 minutes reading everyday</p> <p>Once a week a minimum of: 3 x 20 minutes tasks in Mathematics, English and Comprehension</p>
Years 5 and 6	<p>Year 5 will be given a short task from the following CGP, targeted question books, once a week:</p> <ul style="list-style-type: none"> • Key Stage Two Mathematics • Comprehension • Grammar, Punctuation and Spelling <p>Year 6 will also be given one short task from each CGP book: Arithmetic, Mathematics (topic-based), Grammar, Punctuation and Spelling and a comprehension reading task. A study book for Mathematics for all KS2 pupils to further clarify and explain learning.</p>	<p>20 - 30 minutes reading everyday</p> <p>Once a week a minimum of: 3 x 30 minute tasks in Mathematics, English and Comprehension.</p>

Further development

- Home-learning for pupils with a particular learning need and those with an ECHP.

Date approved	Signature	Review
May 2023	B. A. Pappa	May 2025