



Staplehurst School

Home Learning Policy

Policy reviewed and approved by Headteacher

Policy approval notified to The Learning and Development Committee

Policy to be next reviewed

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Home learning Policy

1 Introduction

- 1.1 By the term 'home learning', this policy refers to anything children do outside the normal school day that contributes to their learning, in response to requests or guidance from the school. Home learning encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are supporting their learning in a very valuable way.
- 1.2 Home learning is a very important part of a child's education and can add much to a child's development. The government makes clear its commitment to home learning, it regards it as an essential part of good education. We believe that home learning can help to make links in pupils' learning and to enable them to become lifelong learners, not simply regarding learning as something which goes on at school.
- 1.3 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 partnership and cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing home learning is one of the main ways in which children can acquire the skill of independent learning.
- 1.4 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 home learning is important, it should not prevent children from taking part in family and leisure activities and participating in various clubs and organisations which play an important part in children's lives. 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/carers encourage them to make maximum use of the opportunities available outside school.

2 Aims and objectives

- 2.1 The aims and objectives of our home learning policy are:
 - to ensure a consistent approach to the use of home learning across the school;
 - to inform parents and carers about our approach to homework and to promote partnership and co-operation between home and school in supporting each child's learning;
 - to help to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of independent learners;
 - to help children to understand that the world of learning extends beyond the school, and to make links between their experiences in school and those gained outside school;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
 - to help children develop good work habits for the future.

3 Types of home learning

- 3.1 Staff and pupils regard homework as a supplementary part of the curriculum – it is planned and prepared alongside all other programmes of learning.
- 3.2 We set a variety of home learning activities. In the Foundation Stage and in Year 1, we provide phonically decodable books matched to level, and a library book for children to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. Children will be expected to complete a piece of either English, maths or humanities related task in their home learning book each week. In EYFS, children will be sent home phonics sounds to support. Children in EYFS and Year 1 will be given 'Numbots' logins with an expectation that they log in and complete ten minutes a week minimum.



- 3.3 From Year 2 onwards, we expect them to do more tasks independently. We set English and Maths home learning routinely each week in homework books, and we expect the children to consolidate and reinforce the learning done in school through practice at home. Additional optional research tasks may be set to support the humanities learning. Children will be expected to log into 'TT Rockstars' and complete a minimum of 10-15 minutes a week to support the understanding of times tables – this will increase in Y4 as they head towards the multiplications times table check. As in paragraph 3.2, children will read at home with parents/carers with an appropriately levelled book (either from the library or book corner) for daily reading. This will then be signed by parent/carers before returning to school for checking.
- 3.4 Home learning completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time or same day intervention.

4 Amount of home learning

- 4.1 As they move through the school, we increase the amount of home learning that we give the children.

We advise children in Key Stage 1 to spend approximately **40 minutes** a week doing home learning, although this may well be in addition to reading and enjoying books with a parent. Children in Years 3 to 6 should spend approximately **one hour a week**. They will also be asked to read and practise their times tables (TT Rockstars) or number bonds (Numbots)

- 4.2 We give all our pupils a home/school reading logbook which reading activity is recorded, either by them, or by the teacher, or by a teaching assistant, and in which parents/carers and teachers make any relevant comments.

5 Inclusion and home learning

- 5.1 Home learning is set 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 to pupils who have special educational needs, we refer to individual provision, if applicable, and make the relevant adaptations to tasks.

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6.1 The role of parents and carers

- 6.1 Parents and carers have a role to play in their child's education, and homework is an important part of this process. We ask parents and carers to check what homework has been set, and we invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- 6.2 We ask parents and carers to check the reading logbook every day, and to sign it as requested. This will then be checked by the class teacher or TA.
- 6.3 If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher at the end of day or via the year group email.



7 Use of ICT

- 7.1 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 should the task require this. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else or utilising AI.
- 7.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents or carers are advised to always supervise their child's access to the internet.
- 7.3 We discourage children from bringing their own computer software or memory sticks into school, because of the risk of viruses. When asked to do so, children may send in appropriate tasks to the year group email provided.

8 Monitoring and review

- 8.1 Teachers will monitor the completion of homework.
- 8.2 In KS1 the class teacher will support children with their homework where appropriate. In KS2. A teacher will support children who have not completed their homework during extra-curricular homework clubs.
- 8.3 This policy will be reviewed every three years or more often if necessary.