



# **WIMBLEDON PARK PRIMARY SCHOOL**

## **HOME LEARNING POLICY**

Approved: Chair of Governors

Headteacher

Date:

Date

Next revision: March 2021

## **What is Home Learning for?**

We believe that home learning is an important part of children's learning. The aims we have for home learning are:

- To practise or reinforce work covered in class, particularly in the core skills of reading, spelling, maths and writing.
- To develop the partnership between home and school for supporting children's learning.
- To encourage children to be taking more responsibility for their own learning as they progress through the school.

Through this policy we want to:

- Ensure that teachers, parents and children have a clear understanding regarding expectations for home learning.
- Ensure that teachers, parents and children are fully aware of the role they play with regard to home learning.
- Ensure a consistent approach to home learning throughout school.
- Use home learning to help raise standards of attainment.
- Encourage pupils and parents to share and enjoy learning experiences at home.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- Help prepare children for making the transition to secondary school.

## **The role of the teacher**

- To plan and set a programme of home learning, including daily reading, that is appropriate to the needs of the children.
- To ensure home learning can be accessed by all children
- To ensure children understand the home learning they have been given.
- To mark and acknowledge home learning
- To check that all home learning is handed in on time, and follow up with the child and parents where it has not been handed in.
- To be available to talk to children about home learning, usually during home learning club.
- To give home learning guidance to parents at Meet the Teacher evening in the autumn term, through parent workshops (for Early Years) and the class section of the website.

## **The role of the parent**

- To support and encourage their child in completing home learning independently.
- To support and encourage their child with daily reading
- To ensure home learning is completed to the standard of other school work.
- To ensure that home learning is returned to school by the set date.
- To provide a suitable place for their child to complete the home learning.
- To inform the child's teacher if there are difficulties regarding home learning.

### **The role of the child**

- To ensure they have everything they need to complete home learning each week.
- To ask for clarification from teachers if they do not understand the tasks set.
- To put in the same level of effort and care in completing home learning as would be expected of class work.
- To hand the home learning in on time.
- To look after home learning folders/books.

### **The role of the Head teacher and Governing Body**

- To monitor compliance with the Policy.
- To review periodically with staff how the policy is being successfully implemented.
- Inform new parents to the school of the home learning policy.

### **The Nature of Home Learning**

Home learning tasks will vary dependent on the age of the children. There are a number of points to consider:

- Home learning will be set formally from year 1 to Year 6. In EYFS, home learning tasks are less formal and set as deemed appropriate by the class teachers.
- The amount and frequency of home learning will increase as a pupil gets older
- Maths and English (spelling, reading and grammar activities) will be the main focus of home learning tasks throughout the school.
- Home learning in Year 5 and 6 should reflect growing independence in preparation for secondary school home learning routines.
- Home learning should reinforce concepts and methods taught in school, with additional tasks as appropriate.
- Home learning tasks and activities need to have a clear learning focus and link to current learning in class.
- Home learning may be set online or in paper form.

### **Completion of Home Learning**

The class teacher maintains a record of children who return their home learning. If home learning is not completed or returned to school on a regular basis, the teacher will talk to parents to find out why.

In Key Stages 1 & 2, a home learning club is held weekly before school or at lunchtime to provide support for children and parents to ensure that home learning is completed. Children who fail to complete or hand in home learning may be asked to complete their home learning during break times in school.

## **Home Learning Organisation**

Our home learning expectations have been developed with reference to the Government's national guidelines on home learning:

Reception	Up to 30 minutes per week
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

The most important types of home learning are: reading with an adult followed by discussion of what the child has read; learning and practice of phonic sounds/spellings, times tables/ number facts; and written English and maths work.

To assist parents and children with planning when to complete their learning (either weekday or weekend), all home learning will be set on a Wednesday and be due in the following Monday. Instructions should be very clear on the tasks set. Reception set daily tasks linked to the sounds children have learnt/practised during the day.

All home learning will be kept in dedicated home learning books or folders. These have several purposes:

- To make sure there are clear instructions for the work to be done.
- To help children manage their home learning.
- To enable teachers to monitor home learning.
- To help parents be informed on progress e.g. through marking.
- To act as a means of communication between home and school.

Home learning is not set for Christmas, Easter and Summer holidays.

## **Early Years Foundation Stage**

Parents are given advice on ways to support their child's learning at home through everyday activities.

These may include:

- Talking about books and reading them, or being read to.
- Counting up and down stairs.
- Reciting nursery and counting rhymes.
- Identification of shapes in the environment.
- Letter and rhyme of the week
- Fastening and unfastening buttons and zips and tying shoelaces.
- Parent workshops for Nursery and Reception parents

### **Year One and Two**

- Reading aloud to an adult on a daily basis, including use of Bug Club for reading
- Spellings (Year 2 only)
- Maths facts (number bonds and times tables), Mathletics
- English and Maths activities (set on alternate weeks)

### **Year Three and Four**

- Reading aloud to an adult on a daily basis, Bug Club reading
- Spellings
- Maths facts (number bonds and times tables), Mathletics
- English and Maths activities (set on alternate weeks)
- Occasional topic/science activities

### **Year Five and Six**

- Reading on a regular basis, monitored by an adult, Bug Club Reading
- Spellings
- English activities (weekly)
- Maths activities (weekly), Mathletics
- Topic/science activities

### **Additional Support Activities.**

If a child is taking part in a learning support programme, they may be asked to consolidate or prepare for the next lesson at home. If a child is absent for a length of time due to medical reason e.g. with a broken leg, the teacher and the parent will agree what catch-up home learning will be set and completed.

### **Equalities statement**

All children have equal access to the curriculum regardless of their gender, race, disability or ability. We plan home learning that is accessible for all groups and individuals. This might be through differentiation, scaffolded resources, modelled examples, access to computers during home learning club etc.

Approved by the Full Governing Board  
at its meeting on 27<sup>th</sup> March 2018

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Chair of Governors