

SHERINGDALE PRIMARY SCHOOL

Home Learning Policy



1. Our Aims:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use home learning as a tool to help to 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 work covered in class by providing further opportunities for the individual pupil.
- 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.

2. 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 setting home learning there are a number of points to consider:

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

3. 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 school.

Here are the school's guidelines on how long weekly home learning should take:

Reception – none specified as this will vary greatly per child

Y1 and Y2 – 10-15 mins

Y3 and Y4 – 30 minutes weekly

Y5 and Y6 – 45 minutes weekly

4. Home learning tasks

Early Years/KS1				
Reception	<ul style="list-style-type: none"> • Reading book – Jolly Phonics Reading Books* • Story to share with their parents <p><u>May include</u></p> <ul style="list-style-type: none"> - Phonics sheets - Fine motor tasks - UTW / EAD activities 			
Y1	<ul style="list-style-type: none"> • Reading * • Weekly Spellings • Either one Maths, English or Science activity. <p><u>May include</u></p> <ul style="list-style-type: none"> - Foundation activity e.g. art, history, RE etc. <i>(Children should ideally be reading 10-15 minutes a day)</i> 			
Y2	<ul style="list-style-type: none"> • Reading • Weekly Spellings linked to phonics sounds • Either one Maths, English or Science activity <p><u>May include</u></p> <ul style="list-style-type: none"> • Foundation activity e.g. art, history, RE etc. <i>(Children should ideally be reading 10-15 minutes a day)</i> 			
KS2				
Year Group	Tasks	Set	Handed in	Time spent on task
Y3	<ul style="list-style-type: none"> • Reading * • Spelling ** • Either one Maths, English or Science activity <p><u>May include</u></p> <ul style="list-style-type: none"> • Learning of multiplication tables • Foundation activity e.g. art, history, RE etc. 	Friday	Wednesday	30 minutes
Y4	<ul style="list-style-type: none"> • Reading * • Spelling ** • Either one Maths, English or Science activity <p><u>May include</u></p> <ul style="list-style-type: none"> • Learning of multiplication tables • Foundation activity 	Friday	Wednesday	30 minutes

	e.g. art, history, RE etc.			
Y5	<ul style="list-style-type: none"> • Reading * • Spelling ** • Either one Maths, English or Science activity <p>May include</p> <ul style="list-style-type: none"> • Learning of multiplication and division facts • Foundation activity e.g. art, history, RE etc. 	Friday	Wednesday	45 minutes
Y6	<ul style="list-style-type: none"> • Reading * • Spelling ** • Either one Maths, English or Science activity <p>May include</p> <ul style="list-style-type: none"> • Learning of multiplication and division facts • Foundation activity e.g. art, history, RE etc. 	Friday	Wednesday	45 minutes

Additional information

*At all stages, **Reading** continues to play a very important part of the children's home learning. Please could parents/carers listen to your child read aloud daily. Once your child can decode, the focus should be on ensuring reading is fluent. Once your child is a fluent reader, the emphasis should be on discussing and comprehending what they have read. Resources to support parents with reading at home can be found on our school website or during parent teacher meetings.

** **Spelling home learning** will be linked to phonics, patterns and rules, and common exception words. In KS2, there will be a weekly assessment of the children's spellings at school.

Home learning will be sent home on a Friday and is due in on a Wednesday, This gives the children or family the choice of whether to complete it over the weekend or on the Monday and Tuesday after school. This also gives the teachers an opportunity to mark and set new home learning for the following week.

5. 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. Home learning will be discussed in each year group's initial parents' meetings and further information will be given out on weekly home learning sheets.

- To set up regular home learning in an easily followed routine.
- To ensure that home learning is set consistently across classes.
- To set home learning that takes equal opportunities into account.
- To ensure any home learning is purposeful and links directly to the taught curriculum.
- To reward and praise children who regularly complete home learning tasks.
- To ensure feedback is provided.

6. Role of the Head teacher and Governors

- 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.

7. Role of Parents/Carers

- To support the school by ensuring that their child attempts the home learning.
- 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.

At Sheringdale Primary 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 on their own. 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 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 needs to be given. It is not possible to give home learning when parents take holidays in term time.

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

Equal Opportunities:

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Reviewed	January 2025
Next review	Spring 2028
Signed by Head Teacher	Sarah Jones
Signed by Chair of Governors	Dylan Bourguignon