



Homework/Home Learning Policy

Effective September 2023



Contents

1. Introduction	<i>page 3</i>
2. Aims	<i>page 3</i>
3. Informing and Involving Parents and Carers	<i>page 4</i>
4. Personalising the Learning	<i>pages 4 - 5</i>
5. Homework Help	<i>page 6</i>
6. Feedback	<i>page 6</i>
7. Equal Opportunities	<i>page 6</i>
8. The use of ICT and the Internet	<i>page 7</i>
9. Monitoring and Review	<i>page 7</i>
Policy Review Form	<i>page 9</i>



1. Introduction

At Summerlea, homework will often be referred to as 'home learning' and relates to any task or activity which children are asked to do outside of the normal school day, either on their own or with the support of their parents or carers. Home learning activities will be devised and set by teachers with an aim to contribute positively towards a child's overall learning and skills development and towards their enjoyment of engaging in the learning process.

Home learning encompasses a whole variety of activities instigated by teachers, parents and carers. One simple example of Home Learning is when parents/carers spend time reading to their children before bedtime.

Homework is not statutory, although at Summerlea we believe it plays an extremely important part in ensuring children's success in school as a result of engaging parents in their child's education.

2. Aim

Through the setting of homework we aim to:

- provide opportunities for parents, carers, pupils and the school to work in an effective partnership
- encourage parents, carers and pupils to work together to enjoy learning experiences and to extend school learning
- consolidate and reinforce key skills and understanding, particularly in literacy and numeracy in order to develop automaticity and confidence in learning
- recognise the importance of sharing the wealth of learning experiences that already take place at home and in the wider community
- celebrate a feeling of pride and achievement and recognise that success often comes about as a result of effort and working collaboratively with others
- meet children's individual needs and cater for their interests by providing choice and therefore a sense of ownership over their learning
- ensure children are well prepared to transition to secondary settings by encouraging them to take increasing responsibility for life-long learning

To achieve these aims we will endeavour to:

- ensure that there is a consistent approach to homework throughout the school
- plan tasks that reinforce and enhance classroom learning and take account of the needs of the individual pupil
- reflect, in the planning of tasks, the need for homework to develop in its purpose and nature as children become older
- celebrate children's efforts and provide age-appropriate feedback to pupils after completion of tasks
- ensure that parents and carers are made aware of homework expectations so that they can support the children's learning
- regularly review and evaluate the process and update the policy as necessary
- liaise with local secondary settings to ensure transitions expectations are clearly understood



3. Informing and Involving Parents and Carers

Through the provision of home learning guidance:

- the school aims to establish close links with all parents and encourage them to work in partnership with the school.
- the Staff and Governors work to provide a range of activities which enable parents to support their children's academic progress at home.

The school hopes that, in line with Government expectations, parents and carers will:

- support the school by showing the child that they value home learning and by explaining how it can help their progress and skills development
- encourage their child and praise his/her efforts

Children spend more time at home than at school, and we believe that they develop their interests and skills to the full when their parents/carers encourage them to make maximum use of the opportunities available outside of school.

Parents' views on homework will be sought regularly and changes made to our home learning programme as necessary. The views of our children (regarding homework) will also be gained periodically and will assist us in making appropriate changes to our provision.

4. Personalising the Learning

Teachers in each year group plan jointly for their parallel classes and homework tasks are planned alongside school learning. Homework activities are sent out in line with the expectations of the year group. These can be in the form of retention homework for key stage 2 in mathematics, some additional writing homework and mathematical homework for years one and two and daily reading for all years. See below.

Our minimum expectation is that all children should read regularly, ideally every day. In all year groups, reading books are provided for each child and these are matched to the child's reading ability and/or interest (with children taking increasing responsibility for their own book choices as they mature).

Spelling and mental/oral maths practise is important and homework for these two areas will also be set regularly from Year 1 onwards.

Most homework tasks are 'low threshold, high ceiling' to cater for the wide achievement range within a year group.

Reading (All year groups)

At Summerlea we promote reading for pleasure and enjoyment. We want all children to love reading and be able to talk about books they have enjoyed or learned from. We expose children to different types of books, styles and authors. Reading and understanding a full range of text types and authors will not only bring pleasure but can also develop comprehension, spelling and writing skills. We ask parents to encourage their children to share and talk about texts with them, visit your local library, hear them read, read to them and enjoy the time you spend together sharing a love of books.

In Key Stage 1, children will be given a phonetically decodable book that is in line with their phonic ability. This is to help children consolidate phonetic learning and develop the skills to be able to read with increasing fluency. Alongside their phonetically decodable book, children will be able to choose a high-quality book. This book may be above the child's independent reading ability and we encourage adults to share and enjoy these

books together. We encourage children to be reading at home in some way every day. This could be your child reading, or reading to your child.

In Key Stage 2, children have access to Accelerated Reader. After an initial assessment, children will be suggested a book level to choose from that will allow them to develop their fluency and comprehension. Children are encouraged to 'quiz' in school. Children are then able to work towards an individual target each half term. We encourage children to be reading a minimum of 20 minutes per day by the time they are in KS2. This may be independent, but parents/ carers should still be listening to children read aloud approximately 3 times per week.

Spellings (Key Stage 1)

5 words will be given out every week in a small yellow book. The spellings will be from the pattern that is being taught that week. The children will practise these spellings in school and we ask that you also spend some time practising them at home too. We will test the children on this spelling pattern each week. For information, the common exception words for your child's year group will also be attached to the front of their spelling book.

Spellings Key Stage 2

10 words will be given out every week in a spelling book that can be brought home. The spellings will be from the pattern that is being taught that week. The children will practise these spellings in school and we ask that you also spend some time practising them at home too. We will test the children every week on spellings taught previously to support long-term retrieval. For information, the common exception words for your child's year group will also be attached to the front of their spelling book

Maths (Key Stage 1 and 2)

We encourage the practising of key mental maths skills and would like children to practise their number bonds, doubling and halving and multiplication tables. More practise will lead to better retention! From Year 1, all children will be set maths homework each week, through retention based arithmetic homework. This will be sent home in a maths book. This will help the children best prepare for the educational assessment milestones in school and also for the transition to secondary school. MyMaths will also be used as a supplementary tool for supporting extending pupils in their maths.

Early Years Foundation Stage and Key Stage 1

As a school, we have invested in the 'Numbots', educational, online platform. We would encourage children to use these platforms little and often, with your support where necessary. Numbots is a robot-immersed game, with the aim of developing children's understanding, recall and fluency in mental addition and subtraction. Children will be sent home with login details and instructions.

Key Stage 2

As a school, we have invested in the 'Times Tables Rock Stars' educational, online platform. We would encourage children to use this platform little and often. Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Children are able to practice multiplication tables, and associated division facts, to develop fluency and speed in recalling multiplication facts. This will impact on later maths skills. We would also encourage Key Stage 2 children to access Numbots to consolidate their core maths skills (see above) as appropriate. Children will be sent home with login details and instructions.

Preview/Review (whole school)

At the beginning of each half term we like to invite our children to reflect on previous learning and look forward to new learning. As such we ask them what they learnt through the previous term's topic / big question and what they already know about the new term's topic / big question.



Throughout a child's time at the school, class teachers will always welcome feedback from parents about their child's ability to complete a task or the level of difficulty it posed for them. This is useful to inform future planning, to enable individual provision to be made for children as necessary, and to maintain an effective home-school partnership.

5. Homework Help

Home learning books/booklets/folders are sometimes provided for our children and clear instructions accompany all homework activities. Resources such as paper may be provided should parents/carers request it. Parents/carers are requested to speak to their child's class teacher if they are having difficulty providing resources in order for home learning to take place, and we will do our best to assist.

Parents/carers can also visit the school website (<http://www.summerlea.w-sussex.sch.uk> > Learning Zone > How to help) where they can access ideas and suggestions to support key areas of learning as well as links to other websites. Homework activities for each year group can be found by going to: Learning Zone > How to help > Homework and then selecting the relevant year and half term.

We provide our children with home/school reading record books from EYFS up until the end of Year 6 and parents and carers are encouraged to write a comment inside and to sign these when they hear their child read or when they share a book together to help inform teacher assessment.

We believe that home learning should not be onerous for our families. Whilst we believe that home learning is important, we fully acknowledge the important role of play and free time in a child's growth and development. Home learning should not prevent children from taking part in the activities of various out of school clubs and other activities, which play an important part in the lives of our pupils. Therefore, we strongly encourage parents/carers to speak with their child's class teacher should they require homework 'breaks' when family time requires this.

6. Feedback

The feedback that children receive as a result of engaging in their home learning tasks will be mainly verbal. Methods of feedback will depend upon the tasks and the age and understanding of the children. Whenever appropriate discussion with the child takes place, outlining strengths and areas for improvement. Opportunities are often given for children to share their work with others, either in class, on a display or in Class and Year Group Assemblies.

Parent Consultations provide an opportunity for teachers and parents or carers to discuss a child's approach to home learning and for the teacher to suggest ways in which the parent or carer might help the child further. Parents or carers are of course, welcome to contact the child's class teacher if at any time, they are concerned about homework. Equally, the teacher may contact the parent or carer if there are concerns from school.

7. Equal Opportunities

At Summerlea we believe that all children, irrespective of race, gender or ability, should have access to a broad and balanced education, including appropriate and relevant home learning tasks.

When a child has a particular Special Education Need or Disability, which makes a particular aspect of homework difficult, suitable adjustments will be made in consultation with parents and the SENDCo/Inclusion Team.

Where a child is relatively new to learning English, homework expectations will also be made reasonable and manageable.



8. The use of computing and the Internet

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, we do expect pupils to produce their own information, perhaps by carefully selecting existing information and editing it or by expressing it in their own words. Children do not achieve anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many websites, podcasts and short videos containing highly educational material, which can have a powerful effect on children's learning. However, with internet safety in mind, parents and carers are advised always to supervise their child's access to the Internet.

Some excellent educational software that we use in school can be bought by parents or carers on a home-user licence. This might contribute towards children using age and ability-appropriate software in at home should parents wish. The school will always supply interested parents or carers with details.

9. Monitoring and Review

Class teachers are responsible for ensuring that homework is set regularly and that the demands on children and families are manageable. Class teachers also responsible for ensuring that children understand home learning requirements and instructions. Sensitivity will always be exercised when family circumstances render it difficult for children to complete tasks, or for parents and carers to offer support.

Teachers will not 'chase' missing home learning activities. It is the responsibility of each child to hand their homework in to their class teacher at an agreed time. Our very youngest children will be reminded where they need to put their home learning activities once they are complete.

As our children become older and are being encouraged to develop more independence and organisational skills, teachers may speak to children about any difficulties they may be experiencing that might be contributing to a lack of home learning, particularly if home learning activities are not handed in over a sustained period of time. Such teacher/pupil conversations will always be encouraging and supportive and children will never be sanctioned for not handing their homework in. Opportunities will always be given to support children within the school day/ week to complete their home learning.

Phase Leaders will regularly monitor our provision of homework, including the range of tasks and quality of feedback.

Periodically, a homework working group may also be established by the Headteacher to review homework practice across the school and explore alternative approaches.

The homework policy will be reviewed regularly, at least every two years, to ensure that it remains an accurate representation of homework practice at Summerlea.



This policy was approved by the governing body of Summerlea Community Primary School in:

.....September 2023.....

Signature of Chair of Governors:

Signature of Headteacher:

Policy Review Form

Please complete this section when reviewing and updating this document.

Author	Name	Date
	Jane Blackman	November 2011
Reviews	Name	Review Period (to be carried out <i>annually</i>)
	Jane Blackman	February 2014
	Helen Morris	September 2017
	Helen Morris	September 2019
	Helen Morris	September 2020
	Helen Morris	August 2021
	Helen Morris	August 2022
	Joe Todd	September 2023

Information

Source	Name	Date
	EEF Homework recommendations	September 2023

Change

Control	Sections Amended	Author	Date
	5 & 7	Jane Blackman	Feb 2014
	4, 5, 6 & 9	Helen Morris	Sept 2017
	1, 4 & 5	Helen Morris	Sept 2019
	4 – Spellings	Helen Morris	Sept 2021
	1, 2, 4, 6, 8 & 9	Helen Morris	Aug 2022
	4, 5, 6, 7 & 8	Joe Todd	Sept 2023