



# **Home Learning Policy**

## **Lillington Nursery and Primary School**

## **Introduction**

At Lillington Nursery and Primary School, we aim to offer and deliver a 'World Class' curriculum. This applies to the children learning at school, and children who are learning from home. This policy outlines our rationale and aims for homework.

## **Homework**

It is our intention that homework provides opportunities for children to consolidate and extend their learning, across the curriculum. Across the school, there is a consistent approach for the setting and handing in of homework, to support children in building independence and to provide flexibility as to when this work can be completed.

We believe that there is advantage in children spending regular periods of time, initially quite short, on different learning activities devised by the school as part of a homework programme which supports the work covered in class.

This belief is grounded in research performed by the EEF, which found that 'short focused tasks or activities which relate directly to what is being taught, are more likely to be effective' (EEF Teaching and Learning Toolkit 2020).

Homework need not and should not get in the way of other activities which they may do after school -such as sport, music and clubs of all kinds.

We therefore define homework as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

### **In delivering homework we aim to promote:**

- Consistency of approach throughout the school.
- Progression towards independence and individual responsibility.
- Parents/carers to have a clear understanding about expectations from themselves and the pupil.
- Continuing the quality of learning experience offered to pupils.
- Extending and supporting the learning experience via reinforcement and revision.
- Opportunities for parents, pupils and school to work in partnership.
- Opportunities for parents and pupils to work together to enjoy learning experiences.
- Consolidation and reinforcement of skills and understanding particularly in English and Maths.
- Pupils, as they get older, to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary transfer.

### Time Homework Given Out and Returned to Class.

Spelling homework will be sent out on **Thursday** and this is due for return by the following **Monday** ready for assessment. We encourage the children to record their homework in a way that represents their chosen or preferred learning style.

Our curriculum grids will be sent out at the beginning of each half term, By completing the activities on these grids the children can earn class charts points. There is a range of activities on these to meet the interests of all learners. How many of the activities the children complete is down to the parent and child to decide together. However, we expect all children to complete at least 2 activities over the course of the half term.

### How much and what types of homework will the children be expected to do?

The table below sets out the school's homework timetable and type of regular homework activities that the children will be expected to do. In addition, we expect children, from reception to Year 6, to read at home 5 times per week. For our older children, this reading may be independent. Children in Key Stage 2 should also practice timetables regularly. All children in Key Stage 2 can access Times Tables Rock Stars to support with this.

Year Group	Time allocation per week	Types of activities
Nursery	Up to 30 minutes	Typical activities may include: <ul style="list-style-type: none"><li>• Show and tell preparation.</li><li>• Activities to support targets against the Early Years Objectives.</li><li>• Phonics consolidation of weekly sound (Spring Term)</li><li>• Reading books (Spring Term)</li><li>• Activities to consolidate learning from within class.</li></ul>
Reception	Up to 30 minutes	<ul style="list-style-type: none"><li>• Reading</li><li>• Phonics</li><li>• Curriculum grid</li></ul>
Year 1	Up to 45 minutes	<ul style="list-style-type: none"><li>• Reading</li><li>• Spelling</li><li>• Curriculum grid</li></ul>
Year 2	Up to 45 minutes	<ul style="list-style-type: none"><li>• Reading</li><li>• Spelling</li><li>• Curriculum grid</li></ul>
Year 3	Up to 60 minutes	<ul style="list-style-type: none"><li>• Reading</li><li>• Spelling</li></ul>

		<ul style="list-style-type: none"> <li>• Times tables</li> <li>• Curriculum grid</li> </ul>
Year 4	Up to 60 minutes	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• Times tables</li> <li>• Curriculum grid</li> </ul>
Year 5	Up to 90 Minutes	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• Maths piece of learning</li> <li>• Curriculum grids</li> </ul>
Year 6	Up to 120 minutes	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• Maths piece of learning</li> <li>• Curriculum grids</li> <li>• Targeted end of year test revision activities to re-cap on learning.</li> </ul>
Maple	Up to 30/45 minutes	<ul style="list-style-type: none"> <li>• If appropriate home learning will be sent by Mr Morris</li> </ul>

Homework is not set during holidays. Instead, there will be a focus on continuing to practise reading, spellings/phonics and times tables. As an inclusive school we will ensure that children with specific difficulties have homework adapted to their needs. If your child has been working on their homework from the required time, it is perfectly acceptable to leave the homework unfinished with a short note from the parent/carer to explain why.

### **Feedback**

Children will receive feedback from the teachers and their homework as soon as possible. There will be a range of ways children receive feedback about their work. This may be part of class work. Feedback could be through:

- class discussions
- sharing their work with peers
- Written feedback from the class teacher or teaching assistant.
- Presentations of work.
- Times tables and spellings will be marked, and the children will be given their scores.

### **Support Given to Homework**

Parents / carers play a vital part in supporting pupils working at home. It is important that they:

- Provide a suitable place in which pupils can do their homework -alone or together with an adult.
- Make it clear to pupils that they value homework and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed homework.

Homework allows you to see what your child or children are doing and to support their learning. This partnership between school and home is a vital part of a successful education. We take the view that children are likely to get more out of a homework activity if parents get involved.

Example of a curriculum grid – some activities will come from the Cornerstones Topic Home Learning workbook – this will be sent home with the children at the beginning of each topic.

5 points  Activity 1 from workbook	5 points  Research the food they would have eaten and have a go at making it yourself – Photo of you cooking would be great.	2 points  Activity 8 from workbook
3 points  Can you create a large timeline of major events that occurred during the Viking era.	<b>Year 4 Invasions</b>	2 points  Activity 2 from workbook
8 points  Make your own Viking longship – be creative with the materials you choose	5 points  Design and make your own Anglo-Saxon shield	2 points  Using a Map of the world, can you colour and create a key of where the Anglo Saxons and Vikings came from