

# Woolenwick Junior School

## Home Learning Policy

<u>Policy Name</u>	Home Learning policy
<u>Created by</u>	Woolenwick Junior School
<u>Responsibility of</u>	School improvement committee
<u>Reviewed by</u>	Clare Herbert
<u>This Review Date</u>	<u>Nov 2012</u>
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<u>Cycle</u>	<u>3 years</u>
<u>Ratified by Full Governing Body on</u>	<u>17.01.13</u>

### Version History

<u>Version</u>	<u>Amendments</u>	<u>Date</u>	<u>Author</u>
V1	Original document		
V2	Reviewed	March 2012	CH
V3	Reviewed	Nov 2012	CH

**Teaching and Learning Coordinator:** Clare Herbert

**Teaching and Learning Governor:** Diane Hay

**'Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately.'**

Taken from the outstanding grade descriptor for the Quality of Teaching judgment, Ofsted Sept 2012 (underlining added)

### **Aims of the Policy**

To ensure that we:

- have consistent, standard and manageable practices;
- all have a clear understanding of why and how homework can support teaching and learning;
- can work with parents/carers to support children's learning in and out of school.

The implementation of the policy is the responsibility of all staff, overseen by the Teaching and Learning Coordinator.

At Woolenwick Junior School we know that learning goes on everywhere. Learning is for life and not just a school activity. Therefore home learning forms an important bridge that links learning at school and at home.

### **Definition and Purpose of Homework**

The term homework refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers. Levels of homework will increase as the children pass through the school. Children need support to ensure home learning and completion of homework is a positive experience.

**The key purpose of homework is to support the child in their learning journey.**

Homework should:

- consolidate and reinforce skills in English and mathematics;
- extend school learning beyond the classroom;
- encourage pupils to develop confidence and self-discipline to study on their own;
- develop an effective partnership between the school and parents/carers;
- develop positive attitudes towards lifelong learning.

### **Outline of home learning and homework**

**English** (for more information see English Policy)

#### **Reading**

All children will have at least one book from the reading scheme and/or a reading book from the school library. We will try to hear children read at least once a week in school and change finished reading books as quickly as possible (see English policy for more details). Every classroom will have a system for children to put finished reading books in a box, which can then be changed.

At home children need to:

- be heard to read regularly (a minimum of 3 times a week - however the more the better!);
- discuss the book talking about the vocabulary, plot and characters (questions are available in the reading record book and in many of the reading books themselves);
- make sure an adult signs (and comments ) in their reading record book;
- read other texts such as the newspaper, a magazine or an e-book.

A reading session should be about 10-15 minutes. Remember it is essential children are reading for understanding – it should not be seen as a race to get through the reading scheme!

## **Writing**

All children will have a pink learning log book with a protective plastic cover.

Every Friday, children will be set a piece of English homework, which will link (where possible) with the topic the class are following. This might be writing a fact file, an introduction or ending of a story etc. Teachers will provide a small slip for the children to stick in their books. To help parent/carers in supporting their child, the task will include one of the following codes:

- **R** - research;
- **T** – taught this week;
- **NL** – new learning.

Teachers will briefly explain the learning log task to the children (see English policy for more details).

At home children need to:

- spend some time thinking and talking about the task they have been set;
- complete the homework – the more creative, colourful and original the better;
- maintain high standards of presentation, including handwriting, spelling and sentence structure;
- do their best work.

It is expected that the children will work for about 30 minutes on this task. This will be due in on a Wednesday.

## **Spelling**

Every Tuesday, children will be given a double-sided worksheet with a set of differentiated spellings to learn. This will be kept in a red cardboard folder. These words will be a mixture of specific spelling patterns (e.g. adding –ed to a verb), high frequency words (HFW) and commonly mis-spelt words (taken from English books). One side will usually include spelling activities such as a word search, word sorting activity or crossword. The other side will be a Look – Say – Cover – Write – Check (LSCWC) grid.

At home children need to:

- complete the first side of the worksheet;
- complete the LSCWC side of the worksheet until they have learnt the spellings;
- maintain high standards of presentation, including handwriting.

This will be due in on a Monday when children will be given a spelling test on the words they have learnt.

**Mathematics** (for more information see Mathematics Policy)

**Year 3 and 4 – maths games**

Every Friday, children will also receive a maths game to be played at home. We will try to match this game to children's maths ability. The game will contain instructions and all the necessary pieces.

At home children need to:

- play the game as many times as possible (this will vary depending on the type of game);
- complete the games record booklet with an adult;
- keep working on any mental maths skills which they are finding tricky.

These games packs are due back in on a Wednesday, so they can be reissued by Friday. Please be aware that parents/carers will be asked to reimburse the school for games packs that are returned incomplete.

### **Years 5 and 6 – maths problems**

Every Friday, children will be set an open-ended investigation such as 'how many squares are on a chessboard?'. On occasions, the children may be expected to solve two shorter problem solving tasks.

At home children need to:

- think and talk about the problem;
- share their learning with an adult;
- remember there may not be a single correct answer;
- show resilience and perseverance when tackling the problem;
- apply their mental maths skills.

This homework will be completed in learning logs books and will be due in on a Wednesday.

### **Multiplication tables**

Times Tables are tested weekly. In some cases children are focusing on number bonds, as they are not yet ready to learn times tables. Those children who have mastered their times tables will move onto division facts. Each class, by calculating a mean of all the children's scores, is aiming to win the 'Times Tables Champ Cup', which is announced in Wednesday's Gold Book Assembly.

Times tables are learnt in the following order: **10, 5, 2, 3, 4, 9, 6, 7, 8, 11, 12**

Every child should know which times table they are learning. They will need to be able to quickly recall the facts, in a random order.

### **Additional homework**

On occasion children may be set additional homework. This could include:

- learning words for a class assembly;
- writing a speech e.g. to be a school councilor;
- maths as part of 1:1 tuition;
- finishing off work started in class;
- extending topic work.

## **Marking homework – rewards and sanctions**

All homework should be marked, usually on a weekly basis. The adult may write a summative comment. Homework that is late will simply be ticked and dated (see Marking policy).

All children are expected to complete homework and hand it in on time. Children may be rewarded with verbal praise, a sticker or their work may be used as an example to the rest of the class.

Those children who do not complete homework satisfactorily or hand it in later repeatedly, will be asked to do or re-do their homework at playtime or lunchtime.

The school also runs a weekly supervised homework club. Children may volunteer to attend this club or may be asked to attend by the teacher.

If a parent/carer has any queries about homework, they should encourage their child to ask the class teacher or teaching assistant. If they are still unsure, the parent/carer should make an appointment to discuss the matter with the class teacher (see appendix for tips). Early in the school year, a learning logs and homework workshop will be held to outline the school's expectations and give practical examples.

## **Roles and Responsibilities**

### **Governors**

- to ensure that the school shares, implements and monitors this policy
- to ensure that the policy is reviewed at least every 3 years or more frequently if appropriate.

### **The Headteacher**

- to ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning

### **English, Mathematics and Teaching and Learning Coordinators**

- to ensure the effective implementation of this policy.
- to regularly monitor the implementation and effectiveness of this policy
- to provide feedback to Governors on the effectiveness of this policy

### **Teachers and Teaching Assistants**

- to implement this policy and follow the identified guidelines.
- to answer children and parent/carers' queries within a timely manner.
- to ensure that children's homework is marked appropriately, positively and within appropriate timescales.

- to provide workbooks for scrutiny as required and to act on any feedback given.

**Have you thought about? – Top ten hints on supporting home learning.**

1. Encourage children to observe and talk about their surroundings.
2. Make use of your local library.
3. Visit museums and places that you think your children will find interesting.
4. Watch T.V. with your child and encourage him or her to talk about what they have seen.
5. Read to your children as often as you can.
6. Use the Internet or computer software to reinforce learning in and out of school.
7. Set aside some time to work with your child on his or her homework.
8. Encourage your child to talk to about their homework, including the feedback they get from their teachers.
9. Give your child confidence through praise and encouragement.
10. Try to help your child see the enjoyable aspects of homework.

**You may find some more useful guidance on the following websites:**

- <http://www.bbc.co.uk/schools/parents/>
- <http://www.bdadyslexia.org.uk/about-dyslexia/parents/homework-tips.html>
- <http://www.parenting.co.uk/education/homework-tips.cfm>