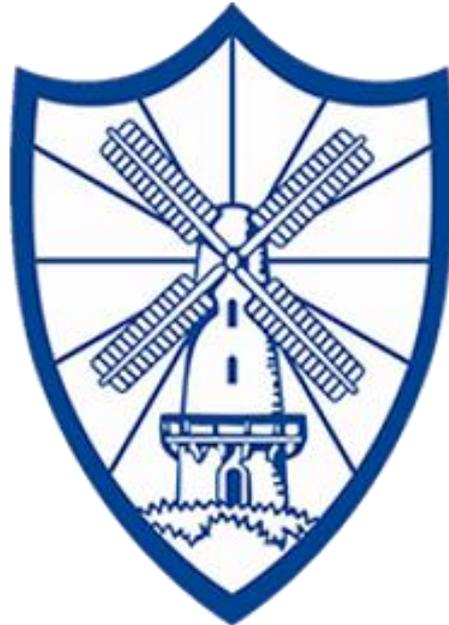




# Meopham Community Academy



*Enjoy, Learn, Aspire*

## Home Learning Policy

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| <b>This policy was reviewed by:</b> Paul Hale (Deputy Headteacher) |
| <b>Date:</b> December 2017   |
| <b>Approved by Governors:</b> December 2017                        |
| <b>Next Review Date:</b> December 2018                             |

## **Rationale**

Home learning tasks and activities are given to pupils throughout their time at Meopham Community Academy and the Academy follows government guidelines in terms of the time allocation for home learning for each year group.

At Meopham Community Academy we provide all children with homework to enable them to practise skills and learning they have already done in school. Sometimes the aim is to repeat something done in class as a practise exercise. On other times, the homework will ask children to apply their learning to a new context. At all times, however, children will not be given work to do at home that they have not learned in school unless it is a project which asks them to find out about something new. For example, to do their own project about the Romans.

## **Aims**

The purpose of home learning is to reinforce and consolidate learning that is covered in class. It also helps to develop a partnership between the Academy, parents and children. Parents become more familiar with the curriculum and the child benefits from their parents' attention, resources and support. Older children need to develop the confidence to study on their own, preparing them for secondary school.

The amount of home learning increases each year as follows:

Year R - about 10 minutes per day

Years 1 & 2 - about 1 hour per week

Years 3 & 4 - about 1½ hours per week

Years 5 & 6 - about 2½ hours per week

It should be noted that home learning can be set in many different forms with different expectations and outcomes. Home learning may not necessarily be formal written work; it may include simple research, preparation for a topic or event, or a practical activity.

## **Year R**

Home learning in Year R focuses on Reading; to learn nursery rhymes, songs and read books together. Talk about the difference between pictures and words, titles, authors' names and predict what will happen next in the story. Read poems and rhymes and information books as well as stories. Children should spend the equivalent of 10 minutes per day sharing books with an adult at home.

## **Years 1 and 2**

Home learning tasks and activities equate to the equivalent of 1 hour per week minimum and should include daily reading practice (either with a parent or independently). It may also include topic or English and Mathematics, which may consist of either Mathematics focus activities set by the class teacher or Mathematics Live. By year 2, all children need to learn their 2x, 5x and 10x tables fluently.

## **Years 3 and 4**

Home learning tasks and activities equate to the equivalent of 1½ hours per week minimum and should include 10-15 minutes of daily reading practice (either with a parent or independently) and 40 minutes which may be split between topic or English and Mathematics, which may consist of either Mathematics focus activities set by the class teacher or Mathematics Live.

By year 3, all children need to continue to practise their 2x, 5x and 10x tables but to also learn their 3x, 4x, 6x, 7x, 8x and 9x tables.

By year 4, all children need to consolidate their times tables and improve the speed of their recall and learn what the corresponding division facts are. For example,  $7 \times 6 = 42$ . Also  $42 = 7 \times 6$ .

## **Years 5 and 6**

Home learning tasks and activities equate to the equivalent of 2 ½ hours per week minimum and should include 15 minutes of daily reading practice (either with a parent or independently) and the equivalent of 1 ¼ hours may be split between topic or English and Mathematics, which may consist of either Mathematics focus activities set by the class teacher or Mathematics Live.

Many of the aspects of year 5 and 6's home learning is in line with the home learning for years 2 to 4 but it requires much more depth of study. Children will receive home learning covering other areas of the curriculum and their work will begin to require more concentration and self-application. Reading should increase to include regular sustained periods so that children develop the habit of 'getting into a good book'. Although fluent readers are likely to be reading independently by this age, parents/carers still need to hear them to read out loud to develop their fluency in harder text types. Developing readers will still need reading support on a daily basis.

Children in Year 5 and 6 may be given more pieces of sustained writing to plan or complete at home. Children of this age should know what features make a good story, a good letter, a good report, a good newspaper article etc.

In maths, children will receive support work for the learning they are doing in class. Children will also receive practise test papers near the time of their SATs to help them become familiar with the test format. By year 5 and year 6, it is expected that all children should have fluent recall of their times tables. Children forget them if they are not used, so a regular (daily if possible) quick and short tables quiz would help your child retain what they have learned.

## **Monitoring**

Home learning tasks and activities are set, collected and followed-up according to a routine set in each class. Completed tasks will usually be reviewed with the children in class. Reading practice is monitored weekly through the child's reading record and class-based guided reading.

Support can be given by any trusted person such as a parent, brother, sister, grandparent or family friend. It is important that children are able to demonstrate their capabilities and understanding of home learning tasks that are set. It is time and discussion that is valuable, rather than actual help with completing the task.

Children who have particular problems with home learning tasks may be offered support from the Learning Mentor and this may include attending a Home Learning lunchtime club. Discussion will be held with children who have not completed home learning in the first week. If this goes to a second consecutive week the child will be asked to attend home learning club (including follow up on Mathematics activities set by the class teacher).

The teacher will often set home learning tasks at different levels, depending on the children's levels of understanding and need for reinforcement or extension. Some children with Additional Needs may also be given special tasks, separate from home learning. It is, however, important that they do as much in common with other children as possible. If they have found it difficult to finish the task within the time allowed, please send the uncompleted work back with a signature and/or comment from an adult at home explaining how long has been spent on the task.

Our staff hope that you can support us in getting the balance right. We want to work together with you to do help your child be the best they can possibly be and reach their full potential. If you have any concerns about the home learning set, or, you feel that the home learning is just right, please do come in and see your child's teacher. If home learning is becoming an issue for you and your child, talk to the teacher to see how you can sort out the problem together.

### General

- If children are absent due to illness, we will not send home learning home. We would assume the child is too unwell to work.
- 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 and what sort of help needs to be given.
- It is not possible to provide home learning when parents take holidays in term time.

## Top Tips for Home Learning

- ✓ Encourage your child to take responsibility for bringing their home learning tasks home and later handing them in.
- ✓ Home learning should not be a battlefield. Some children need encouragement and you will need to sort out the best time, place (and possibly incentive) for your own child.
- ✓ Find a quiet place, away from distractions.
- ✓ Choose a time when your child is not tired or desperate to watch their favourite TV programme.
- ✓ Several short sessions can be more successful than one long one.
- ✓ If your child is reluctant to read school books, discuss alternatives with the teacher – the important thing is to ensure they are reading something of interest to them.
- ✓ You do not need to be an expert – finding information for a topic can include use of the library, Internet or TV programmes.
- ✓ Try to be creative and have fun with home learning tasks.
- ✓ Some activities can be done on a computer, rather than written by hand. This is particularly helpful for children who find handwriting difficult.
- ✓ Encourage your child to ask their teacher for help if they are not sure what to do. Don't leave this till the day the task should be given in.