



*Placing children's rights at the heart of all we undertake.*  
respect integrity humility equality care towards all



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**Dosthill Primary Academy**

# Home learning Policy

Reviewed by: Claire Keay  
Approved by: Governing Body  
Next review due: June 2020

Date: June 2019  
Date: 25<sup>th</sup> June 2019

# Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school: Striving for excellence in an inspirational climate where learning is nurtured and secured. Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:

- Promising Academic Achievement.
- Crafting Character Skills for Life.
- Ensuring Excellence for All.
- Inspiring Each other/Achieving Together.

Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

## **Rationale and Principles**

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A good, well-managed home learning (homework) programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Home learning also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.

Learning at home is an essential part of good education. Regular home learning is important as it gives learners the opportunity to practice at home the tasks covered in class, and helps learners work towards improving important skills. It also helps children to become confident and independent in their learning, which will help throughout their time at school and in adult life.

## **Rights Respecting School**

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In 2011 Dosthill School registered to obtain the Rights Respecting Schools Award (RRSA). This award recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all of the relationships: between teachers/adults and learners, between adults and between learners.

This Policy relates most directly to the following article from the 'UN Convention on the Rights of the Child':

Article 28: *Every child has the right to an education.*




Article 29: *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Article 31: *Every child has the right to relax, play and join in a wide range of cultural and artistic activities.*

## Aims

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The purposes of home learning are, to:

-  enhance home-school partnership;
-  consolidate, reinforce skills and understanding in order to enhance learner progress; *and*
-  extend school learning.

## Time for home learning

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The Government's recommended time allocation, based on current good practice, is set out in *Homework: Guidelines for Primary Schools and Secondary Schools*, as follows:

Years 1 and 2	1 hour per week	Reading, spelling, other literacy work and number work
Years 3 and 4	1.5 hours per week	Literacy and numeracy with occasional assignments in other subjects
Years 5 and 6	30 minutes per day	Regular weekly schedule with continued emphasis on literacy and numeracy, but also ranging widely over the curriculum

As a school, our approach to home learning takes account of the time allocations and content guidelines recommended by the Government.

The daily reading recommended by the government for all primary children is also part of the home learning.

## Phase home learning details

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### Summary of Home Learning Approach

- Continue to set home learning on a Friday.
- Hand in on a Thursday.

Activity/Frequency	Year Group	Time	Evidence	Marking/Rewards
Daily reading	Rec Y1-Y6	5-10 minutes	Recorded daily in reading record book.	1 positive point per entry and total to be recorded each week

			(This can be completed by an adult or for older children by themselves and initialled by parent).	in reading log. Monitors in each class to be responsible for ticking off children who have read each night. (Consistent stamp to reward and positive points)
Daily spellings/phonics	Rec Y1-Y6	5 minutes	Record in spelling log book.	5 House point rewards for bringing in completed log each week. (Spelling sticker to reward).

Daily mental maths/multiplication tables	Y1-Y6	5 minutes	Websites or self -set questions.	Positive point rewards.
<b><u>Mathematics</u></b> My maths (Computer based maths learning).  Provide children with ideas to apply their learning from the week to practical activities in the home/outdoor environment.	Y1-Y6	Weekly activity	On-line reporting of completion/accuracy	5 House point rewards for completing My Maths.
<b><u>English</u></b> Week 1: Comprehension Week 2: Reading focus activity eg: reading a passage with expression to recite/book review/recite a poem. Week 3: Grammar activity. Week 4: Handwriting	Y1-Y6	Weekly activity	Recorded in green home learning book.	Varied approach to marking eg: Self Peer Teacher Answers home. . Teacher to review. Award positive points.
<b>Curriculum</b> Nursery/Year R –	Nursery/	Child choice	Project work	Stickers to be added to the project

Curriculum overview to select from.  Y1-6 Cornerstone Home learning choices. Once at least four elements from the menu have been completed, children can complete 2 personal interest learning projects or continue to use the cornerstone ideas.	Rec  Y1-6	over a 7 week topic.		work to show it is has been seen/appreciated by the teacher. Open classroom at the end of each topic; each class to set out home learning in class and pair up with a different class to share home learning with each other. Parents also invited in from 3pm that afternoon to see the home learning on the table top display. Start from term 4. Whole school display of inspiring home learning to be created each topic.
<b>Year Six</b> – SATs specific revision using revision guid	Y6	One activity set to be returned the next day.	In revision guide	Self/peer marked back in class

**Other rewards – to be consistent across the school.**

- Praise Pad reward to be sent home from the class teacher each week for 1 boy/girl to celebrate home learning completion.
- End of Curriculum term – Star home learning certificates to be awarded by the class teacher for all children who have completed their home learning regularly at the end of each curriculum term.
- Reading milestones/rewards.
- Golden time for completion.

## Home learning tasks

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All learners from the Reception year onwards are issued with a Reading Record in which their daily reading should be recorded as well as comments from the adult/child linked to reading accuracy, intonation/expression, comprehension. These should be checked weekly by teachers in order to award house points and comment on the reading at home. Parents should be contacted via parent mail or phone if regular reading at home is not happening and meetings arranged with parents if this persists.

Staff setting home learning will outline what is expected and will also indicate by when tasks should be completed and returned to school. This should allow children and parents the opportunity to plan out work evenly during the week and still allow time to follow hobbies or leisure pursuits. Home learning returned on time will ensure that children receive feedback on their home learning tasks within a useful timescale. Late returns may prevent this feedback so working to time scales will be encouraged and rewarded.

Spellings are also provided on a proforma including an investigation linked to the specific spelling pattern/rule. From September 2014, learners will be tested on some but not all of the spellings as well as other spellings linked to the rule and in the form of dictating the chosen words within sentences.

Where appropriate, home learning tasks will be differentiated to meet the individual needs of learners. This will include activities designed to develop and consolidate key (basic) skills.

## Rewards for home learning

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See table above for specific rewards.

## Responsibilities

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**The school will** ensure that home learning is an integral part of the curriculum; is planned and prepared alongside all other programmes of learning. Home learning provided will be varied and include a range of learning opportunities in order that learners are motivated and inspired to complete their challenges.

**Learners will** demonstrate a commitment to spending an allocated time doing the tasks set and handing the home learning back on time, presenting learning in line with our presentation code.









**Parents and carers** are expected to encourage and monitor home learning, informing the school if an issue arises.

A set of home school pledges have been created to outline the expectations of all stakeholders in relation to home learning.

### How parents can support their child:






Make it clear to your child that you value home learning opportunities and support school by clarifying how it can help their learning.

-  Discuss tasks when they are completed.
-  Become actively involved in reading and simple games aimed to develop literacy or numeracy skills.
-  Encourage your child and praise them when they have completed home learning.
-  Provide a reasonably peaceful, suitable space for your child to do their home learning either together with you in the case of younger children, or alone undisturbed for older children.
-  Offer feedback about the home learning set.
-  Ensure comments are added to the Reading Log.
-  Read regularly to your child.
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## **Monitoring and evaluation**

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-  Completion of home learning by individual learner in their home learning books. These along with reading journals, projects/assignments will be periodically reviewed by the leadership team.
-  Parent questionnaire bi-annually.
-  End of year report comments (including where home learning has not been completed).

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

## **Dissemination and review**

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Autumn 2017 Shared with staff and Governors and reviewed annually. Approved by the full Governing Body.

Updated Policy added to the website for parents, staff and Governors to access.

Appendix

Weekly Home Learning sheet.

Home School Pledges.

Example Title

Example Heading

Example Body