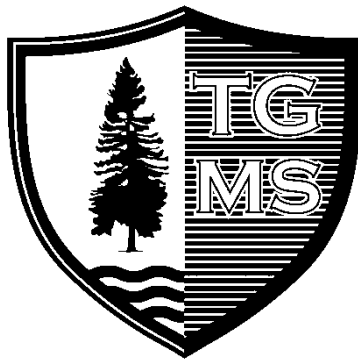




BUCKINGHAMSHIRE COUNTY COUNCIL

Home Learning Policy Tylers Green Middle School



This policy was adopted on: Summer 2024

The policy is to be reviewed by: Summer 2027

1 Introduction

1.1 Home learning is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Home learning encompasses a whole variety of activities instigated to support children's learning. For example, a parent who spends time reading with their child is helping with home learning.

2 Rationale for Home Learning

2.1 Home learning is a very important part of a child's education and can add much to a child's development. Home learning plays a positive role in raising a child's level of attainment. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed, we see home learning as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that home learning is one of the main ways in which children can acquire the skill of independent learning.

2.2 We also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3 Aims, Objectives and Overview

3.1 The aims and objectives of home learning are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;

- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future;
- to develop perseverance, self-discipline and responsibility;
- to allow extra practice of classroom skills;
- to open up areas of study and to make possible the use of materials.

3.2 TYLERS GREEN MIDDLE SCHOOL - HOMEWORK OVERVIEW

Year Group	Weekly	Occasional	Recommended and Strongly Encouraged	Approximate Time
3	Spellings and Multiplication Tables (approx 10 mins per day) Writing task including learning journals (20 mins) Maths task (20 mins)	"Finding out" task	Read every day to a parent or older family member for approximately 10 minutes. At least 1 Accelerated Reader quiz per week. Children should continue to practise times tables regularly (as appropriate to their ability)	1.5 hours per week
4	Spellings and Multiplication Tables (approx 10 mins per day) Writing task including learning journals (25 mins) Maths task (25 mins)	"Finding out" task	Read every day to a parent or older family member for approximately 10 minutes. At least 1 Accelerated Reader quiz per week. Children should continue to practise times tables regularly (as appropriate to their ability)	1.75 hours per week
5	Spelling activity (15 - 30 mins) Maths task (30 mins) Current affairs (30 mins over a fortnight) Topic task (30 mins)	Research tasks Projects (Termly)	Children read 15 minutes at least three times a week which may be directly to an adult or independently and discussed afterwards. At least 1 Accelerated Reader quiz per week. Children should continue to practise times tables regularly (as appropriate to their ability)	2 hours per week
6	Spellings (5 mins per day) Maths task (40 mins) Current affairs (40 mins over a fortnight) Topic (40 mins)	Research tasks (linked to topic or learning in class) Projects (Termly)	Children read 15 minutes at least three times a week which may be directly to an adult or independently and discussed afterwards. At least 1 Accelerated Reader quiz per week. Children should continue to practise times tables regularly (as appropriate to their ability)	2.5 hours per week

All timings are suggested guidelines and intended to reflect the expected time spent. Where parents or carers feel a child needs significantly longer to complete a piece or task due to difficulties, they should stop them from continuing and record this in the homework book for the teacher to see. Where a child clearly wants to go above and beyond expected timings, parents or carers should not prevent them from doing so provided it does not cause any problems.

Specific projects should be supported by guidance regarding the intended format, content and desired outcome sought to act as a guide to children and their parents or carers as to the expectations of the teachers.

Occasional tasks such as research or “finding out” ahead of topics or content covered in class should be recorded in the home learning or home-school communication books to act as a prompt or guide as to what needs to be done at home.

Regular reading should follow the guidance in the **Recommended and Strongly Encouraged** section as the benefits will impact upon many areas of the child’s learning and confidence in using and interpreting text. Children are more than welcome to read more frequently or for longer than the suggested times, but should aim to read as much as they are able to and as often as parents or carers are able to support. Teachers will monitor reading at home through the home-school communication books and share concerns if they feel a child is reading too little or too infrequently to be making the progress expected.

4 Types of Home Learning

Home learning is set for revision, practice and reinforcement, research, preparation for a project or for work to be completed. We endeavour to utilise our Google Classroom learning platform to reduce the need for as much physical printing or resources or instructions to support our sustainability objectives. Examples of Home Learning include the following tasks:

- preparing a presentation to the class
- literacy tasks – including writing, reading (including Accelerated Reader quizzes), weekly spellings, grammar tasks
- Maths – weekly MyMaths online tasks set by teachers (occasional paper-based tasks). This is supported by Timestable Rockstars
- research
- making something
- trying out a simple experiment

Whenever home learning is set, we look to the parents for support in ensuring that it is done. Home learning tasks set by the school should take priority over any work given by an external tutor.

4.1 We encourage the children to read by giving them books to take home to read with their parents. We also ask children to learn spellings or multiplication tables as part of their home learning routine where appropriate. Sometimes we ask children to research a topic at home before studying it in school. Sometimes we ask children to find and collect things that we then use in lessons, and we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it.

4.2 As the children get older, we continue to give children the sort of home learning activities outlined in paragraph 4.1 but we expect them to do more tasks independently. We set literacy and numeracy tasks routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home. We also set home learning as a means of helping the children to revise for tests as well as to ensure that prior learning has been understood.

5 Amount of Home Learning

5.1 In line with DfE guidelines, we increase the amount of home learning that we give the children as they move through the school. We expect children in Years 3 and 4 to spend approximately one and a half hours a week on home learning, Year 5 two hours, and children in Years 6 to spend approximately two and half hours a week. Most tasks are set on a Thursday for handing in the following Monday with MyMaths tasks set on a Monday to be completed by Thursday.

5.2 We give all the children a home learning book where they complete all written work and stick in and complete any sheets given out. The child, parents and teachers can make any relevant comments related to the work directly in this book.

5.3 We recognise that families have weekend and holiday commitments therefore we aim to set home learning tasks that can be completed outside of those periods.

5.4 The school provides a weekly opportunity (Thursday lunchtimes) to use the ICT Room to complete MyMaths tasks for children who do not have access to internet at home (either on a permanent or occasional basis). A teacher will be present to support children experiencing any difficulties when attempting the tasks.

6 Pupils with Special Educational Needs

6.1 We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute positively.

7 The Role of Parents

7.1 Parents have a vital role to play in their child's education, and home learning is an important part of this process. Children are likely to get more out of an activity if parents get involved. However, the teacher will also want to see what children can do on their own. Therefore, it

would be useful if parents note in the home learning book the level of support given. As they get older, children need to become more independent in their learning.

We ask parents to encourage their child to complete the home learning tasks that are set and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

Children whose parents have requested a leave of absence will not be set home learning. If a child has an extended holiday, either authorised or unauthorised, parents may wish to consider informal home learning activities, for example, a diary or scrapbook. In the event of long-term illness, the school will liaise with parents over missed work.

7.2 We ask parents to check the home learning book every week.

7.2 If parents have any problems or questions about home learning, they should, in the first instance, contact the child's class teacher. If their questions are more general, they should contact the headteacher. Finally, if they wish to make a complaint about the school's home learning policy or the way it is implemented, parents should contact the governing body.

8 Marking

Once completed and handed in the home learning will be marked by teachers in line with our Marking and Feedback Policy and in time for the books to be returned ahead of the next home learning set. In the case of MyMaths online work, teachers will check the outcomes using their teacher logins and make comments where appropriate using the teacher feedback tools. Teachers will check outcomes of MyMaths tasks on a regular basis to ensure work being set for a child is neither at too low a level or not suitably challenging enough.

9 Monitoring and Review

9.1 It is the responsibility of our governing body to agree and then monitor the school home learning policy. This is done by the committee of the governing body that deals with curriculum issues, following input from the staff during the review cycle.