



St Peter's is a warm, caring and inclusive school where everyone feels valued and can grow in confidence and faith. In this supportive community, children are encouraged to develop enquiring minds, a lifelong love of learning and a respect for other people and cultures. We are led by our core Christian values of Community, Compassion, Truth, Trust, Friendship and Endurance in everything we do, learn and say.

*Be sympathetic, love one another, be compassionate and humble*

*1 Peter 3:8*

## Home Learning Policy

### **Definition**

We believe that children learn best when parents, the school and children work together in partnership. Home learning should be a positive experience which should consolidate and reinforce skills and understanding developed at school. It should be manageable, meaningful and enjoyable for parents, teachers and children. It should be flexible to enable children to pursue other valuable after school activities. Home Learning needs to be a positive experience.

### **Scope**

This policy applies to Pupils, Staff, Parents and Governors. This also include the Head Teacher in supporting, monitoring and evaluating home learning and Governors, including Link Governors in their monitoring of the implementation and impact of the policy.

### **Aims**

- to practise and consolidate learning skills that have been acquired in school
- to extend and support the learning experience offered to pupils
- to provide opportunities for parents, pupils and school to work in partnership
- to ensure progression towards independence and individual responsibility
- to develop independent study skills to pupils in readiness for secondary school, at year 6

Home Learning can take many forms and can include: craft activities, dressing up challenges, ICT based work, written work, practising skills, learning song words, extended writing and research.

Home Learning Tasks will:

- Have a clear focus
- Give plenty of opportunities for pupils to succeed at their individual levels
- Help to develop social skills including communication and interaction
- Be varied – not always written tasks
- Be manageable for both pupils, parents and teacher in terms of time and expectation

### **Ethos**

At St Peter's we believe that learning is strongly influenced by the home. Parental interest and involvement is key in helping children realise their potential. We believe that any home learning set should consolidate learning, deepen understanding and prepare pupils as well as possible for their next steps in learning Our Christian values which support this policy, and our Christian Values are, Community Compassion, Truth, Trust Friendship and Endurance.

### Principles

### **Reception**

- Daily reading: children are expected to read to an adult for 10 minutes a day, 5 times a week
- Phonic sound cards and “green” and “red” words to practise will be sent home as appropriate
- Activities may be sent home linked to the current learning in class

### **Key Stage 1 Year 1/2**

- Daily reading: children are expected to read to an adult for 10 minutes a day, 5 times a week. Please remember to sign the reading record.
- Weekly: High Frequency Words & Spelling practice
- Weekly: Learn by heart Number Facts
- Activities may be sent home linked to the current learning in class

### **Lower Key Stage 2 Year 3/4**

- Daily reading: children are expected to read to an adult for at least 10 minutes a day, 5 times a week. The children will be directed to chapters to read and will also have follow-up activity linked to their reading. Please make sure that you and your child record the amount of reading completed in their record. Reading records do need to be signed by an adult.
- Weekly: spelling practice
- Weekly: Learn by heart Mental Maths
- Activities may be sent home linked to the current learning in class

### **Upper Key Stage 2 Year 5/6**

- Daily reading: children are expected to read for at least 10 minutes a day, 5 times a week. The children will be directed to chapters to read and will also have follow-up activity linked to their reading. The children will discuss their reading with an adult in school regularly and the homework diary is to be signed every week.
- Weekly: Learn by heart maths facts
- Weekly: Spelling practice
- There may be occasions when additional tasks are set linked to current learning in class.

### **Home learning during a school closure**

Please refer to our Remote Learning Policy

### **Role and Responsibility of the Head Teacher**

- Ensure this policy is clearly communicated and easily accessed by parents on the school website
- To monitor implementation and impact of the policy

### **Role and Responsibility of the Teacher**

- Be clear on the benefits of home learning
- Class teachers will give clear instructions for a home learning task so that the purpose is evident.
- Teachers will take into account individual children's needs to ensure work is set at an appropriate level.
- Work will be marked promptly, where relevant, and feedback given.
- Provide support to parents in their child's home learning
- Providing pupils with clear reachable deadlines

### **Role and Responsibilities of the Governors**

- Approval and regular reviewing of this policy
- Monitor the implementation and effectiveness of this policy through strategic monitoring
- Subject area governors to monitor the impact of home learning (as appropriate to the subject area)
- Involve parents in the process of monitoring impact

### **Role and Responsibility of Parents/Carers**

- Children need a quiet environment, free from distractions where they can complete work to the highest standard.
- Parents are expected to encourage pupils to complete their home learning conscientiously and hand it in on time.
- Parents are expected to sign the reading record/homework diary weekly, adding comments on homework if relevant. (see Home/School Agreement)

### **Role and Responsibility of the Pupil**

- Children should take pride in their work and complete it to the highest standard, adding their name and date where appropriate. They should ensure that work is completed in the timescale.

### **Equal Opportunities**

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. St Peter's Brafferton CE VA Primary School is committed to creating a positive climate that will enable everyone to work free from any intimidation and harassment and to achieve their full potential. When appropriate, we will ensure that children who do not have home access to the internet are able to use the computers in school or are given an alternative paper-based activity to complete.

### **Extra support and guidance**

<https://www.st-peters-brafferton.n-yorks.sch.uk/homework/>

<https://www.st-peters-brafferton.n-yorks.sch.uk/home-school-agreement/>

**Reviewed/Monitored by: Full Governing Body**

**Date adopted: May 2021**

**Next review: May 2023**

**Review Cycle: 2 yearly**



**St Peter's Brafferton**  
C of E (VA) Primary School

*Aspiring, Believing and Achieving together*