

THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	March 2024
POLICY AND PROCEDURE STATEMENT	REVISION DATE	March 2026
 <p style="text-align: center;">The Priory Primary School</p>		
Home Learning Policy		
HEAD TEACHER	MATT WALSH	
CHAIR OF GOVERNORS	PRUBIE SAHOTA	

Edits and Changes

March 2024	3.2 Amended daily home learning times
	3.3 Removed paragraph about home learning during covid
	5. Amended section 5 Home learning expectations and amounts

1. Rationale

At Priory Primary School we value the importance of working as a community in order to achieve excellence. Parents are seen as valued partners in establishing the foundations for lifelong learning. For parents to feel involved, and equipped to support their children's learning, they need to be informed as to what they can do to extend and consolidate learning that has occurred at school.

We believe that learning at home can have an impact in enhancing children's knowledge and understanding and leads to an improvement in standards. However, at The Priory Primary School we do not believe that home learning should be a chore, or stressful for either the student or the parents. Therefore, we provide home learning that supports the ongoing development of each child, plus a range of optional tasks that the children and their families will enjoy engaging in.

In developing this home learning policy, staff wellbeing and workload has also been considered.

We consider good practice to be a gradual increase in the quantity of home learning and time allotted to it from year to year. We recognise the need for students to have the time to follow out of school interests and family activities and the massive developmental and social benefits these activities will bring. The following guidelines and time allocations allow for these important aspects of childhood to take place.

2. Aims:

This policy is intended to promote consistency within the school and to inform parents and teachers alike of the purposes and procedures of setting home learning. To harness this potential, we enlist the support of parents and encourage them to take home learning seriously and to view it as a continuation of lifelong learning and to ensure children complete activities on time.

3. Policy Statement:

3.1 The purpose of Home Learning is to:

- create a firm partnership between parents and teachers in relation to children's learning
- encourage parents to spend time with their children
- practise or consolidate basic skills and knowledge
- Complement classroom learning
- encourage students to develop perseverance, initiative and self-discipline

- make students more responsible, organised and independent
- prepare students for the next stage in their education and the world of work
- make a positive difference to students' achievements and standards
- develop reading skills through regular reading and engaging in activities

3.2 Types of Home Learning

- Primarily, ongoing developmental activities (Reading, Spelling, Times Tables, arithmetic)
- Activities linked to core subject learning topics
 - Research topics and investigations
 - Preparation for a presentation
 - Revision work (Y6)

3.3 Recommended Home Learning Times

The recommended times are:

- Year R: daily reading only –(recommended 15 mins)
- Year 1 - 2: 1 - 1 ½ hours per week including daily reading *
- Year 3 - 6: 1 ½ - 2 hours per week including daily reading*

(*) Daily reading can be a child reading to an adult or a child reading independently – depending on their skill, confidence and experience as a reader.

3.3 Absence from School

- If students are absent from school through illness work is not generally sent home. If they are ill enough to be off school, then they are considered too ill to complete work at home.
- Opportunities for catch-up will be provided by the teacher to ensure there is minimal impact on learning.
- If students are absent from school for a prolonged time e.g. a broken leg, then in these circumstances parents can request core work to be sent home in discussion with the class teacher.

4. Roles and Responsibilities:

4.1 The role of students:

- The prime responsibility for completing home learning lies with the individual student. As they advance through the school, it is expected that students will take increasing personal responsibility for all aspects of their learning, including home learning
- They are also responsible for speaking to their teacher if they misplace any book or item that is linked to their home learning

4.2 Teachers will:

- Set relevant, varied, differentiated activities.
- Provide children with home learning that ideally excites them and makes them want to investigate further as well as encouraging them to develop core skills.
- Mark home learning promptly. Some home learning is not designed for marking – but instead could form part of a class discussion, a display or a show and tell.
- Be sensitive with regards to the amount of time that needs to be spent on home learning, varying this according to the age, work habits and ability of the student
- Communicate with parents about home learning as necessary

4.3 Parents can support by:

- Supporting their child in planning their time effectively
- Making sure he/she has a quiet place to work undisturbed away from any distractions including television and siblings
- Trying to make home learning fun and stress free
- Remembering that children develop at different rates - don't compare their child with siblings or other people's children
- Discussing any anxieties about their child's learning with the Class Teacher, not the child.
- Ensuring their child comes to school each day on time, fully prepared, capable and equipped to learn

5. Home Learning Expectations and Tasks

Year R

No formal weekly home learning provided.

Home Learning Tasks Include:

- Daily reading with books linked to the ELS phonics scheme
- Phonics practice

Year 1 and 2

Weekly home learning must not exceed 1 – 1 ½ hours per week including daily reading.

Home Learning Tasks Include:

- Daily reading
- Weekly spelling or phonic activity.
- Weekly counting activity, including number recognition
- Revision of letter shapes and letter formation / handwriting to be provided by teachers as required.
- Optional activities linked to the topic

Year 3 – 5

Weekly home learning must not exceed 1 ½ - 2 hours per week including daily reading.

Home Learning Tasks Include:

- Daily reading
- Weekly spelling list
- Weekly times tables or arithmetic activities
- Revision of grammar / handwriting activities to be provided by teachers as required
- Optional activities linked to the topic

Year 6

In addition to the above Y6 students may be given more broad home learning to help prepare them for Secondary School and their end of year assessments. This may include (but is not limited to):

- Research
- Project-based work
- Completion of classwork
- Revision and practice SAT questions using the IXL application
- Specific task-based homework (examples of the expectations will always be provided).

Even with the increase in home learning for Y6 children – the maximum time spent on home learning would be 1 hour per night (including reading time).

6. Additional Home Learning

Some pupils / year groups may also provide specific home learning based on the children's learning needs, this could include (but is not limited to):

- Problem solving
- Touch typing
- Practice investigations
- Games
- Web-based learning

(*) This additional home learning is not provided on request, but may be sent home to further meet the needs of the learning – for example a child may be required to do an hour of touch typing a week to help their written communication. In this regards the school's SENCO may determine activities for specific children with identified learning needs to engage in. This additional home learning should never exceed the maximum time allowance set out above.

7. Monitoring arrangements

This policy will be reviewed and approved by the Governing Board every two years.