



# Homework Policy

Date	Updated
Nov 2022	Tracy Price
Oct 2023	Tracy Price

## Contents

Home Learning.....	2
Expectations.....	2
Within home learning at Banister, teachers will: .....	2
We expect that parents/carers will: .....	3
All learners will: .....	3
Overview .....	3

## Home Learning

Home learning requires a consistent approach and a progressive development from year to year. In this way, we will provide children with the opportunity to develop an excellent approach to home learning through each year group, developing their knowledge as well as their learning skills and habits. For the learner, and for the learning itself, home learning is incredibly powerful. For staff, children and parents it is the way in which connection takes place to ensure a home-school partnership in which all students can thrive. Though the actual home learning experience will vary across year groups (Early Years to Key Stage 2) and across subjects, some of our agreed teaching and learning principles are below will be incorporated into home learning as they are all learning in school, to enable our pupils to develop and retain a secure foundation of knowledge and lasting connections.

- **Sequences of learning over time** are broken down into small, manageable steps to prevent the working memory being overloaded and ensure that firm foundations of substantive knowledge are developed
- **Retrieval practice** is an integral part of every lesson in order to strengthen and recall previous learning to ensure the foundations are there before moving on.
- **Guided and independent practice** - pupils should be given time to practise what has been modelled through worked examples. Time should be taken here to question pupils on their understanding and address misconceptions that may arise. Time for independent practice should be provided in order for the skills and knowledge to become automatic.

We understand that, 'little and often' is the best approach. If in Reception, daily reading at home is instilled, it will both be enjoyed, and more easily and gradually increased in relation to time spent each day. Home learning being completed regularly will help to instil learning habits which will develop and grow little by little.

We believe that it is important to avoid home learning activities which do not connect clearly to the learning in the classroom (stand-alone pieces are unlikely to be successful) - planning for home learning and its purpose therefore being as important as planning for class learning. The majority of our home learning from Year R to Year 6 will be on different learning platforms and submitted electronically. The benefits of home learning are the consolidation of learning and knowledge, through deliberate practice and the creation and fostering of excellent learning habits and routines at home.

## Expectations

### Within home learning at Banister, teachers will:

- Ensure that opportunities are available to allow students/children to practise in order to consolidate knowledge and/or skills from the classroom.
- Offer opportunities for students that support the retrieval of knowledge - perhaps, for example, revisiting content covered previously, which is needed to form the foundation for the next unit of learning. This could be through revisiting knowledge organisers or simply practising times tables or spellings. Teachers will be aware of the importance of interleaving knowledge because this supports knowledge being retained in the long-term memory.
- Ensure all home learning is purposeful, and in which the purpose has been explained to the students.
- Ensure all tasks are clear in terms of what the expected outcome is.
- Where appropriate, set home learning activities that are scaffolded, inclusive and varied. This will ensure all learners of all abilities can achieve in their home learning.
- Ensure that SEND children will be provided with home learning that helps to consolidate or revisit their personal targets. Home learning for SEND children will be provided in a format that best suits their learning style, e.g. electronically or paper based and children will be directed in the amount of time they need to spend on their home learning task.
- Ensure that home learning is discussed on a one-to-one with SEND children to provide them with a chance to ask questions about their personalised task and to ensure that expectations are clear.

## We expect that parents/carers will:

- Establish routines for home learning from Early Years all the way to Key Stage 2. This may include a focus on the right time of day (allowing children to work efficiently), the best place in the home (aiming to avoid distractions).
- Provide the appropriate balance of support and independence. Whilst we appreciate this can provide a challenge, it is the long-term goal that as an inclusive school, all our learners complete home learning independently. Reaching this position, though, requires a pathway as children grow and mature in learning. Our youngest children will undoubtedly need parental encouragement, and also will require parents to guide them in relation to expectations.
- Support the school to ensure your child meets our expectations.

## All learners will:

- Allow adequate time to complete their home learning to a standard that reflects their understanding and best efforts. Learners are advised to stick to the timing guidance from their teacher and if they exceed this regularly, to make their teacher aware.
- Where possible, find a suitable environment to complete their home learning.
- Take initiative for their own learning, seek support from the teacher setting the home learning for any questions or support required.
- Complete home learning on time. This is a minimal expectation. However, through dialogue with the teacher, reasonable adjustments can be made if a learner requires more time and support.

## Overview

It is very important that we as a staff work in a connected way to support students with the expectations of home learning. This grid provides an overview for children, parents and staff, showing the progression of home learning in each subject area from Reception to Year 6, as well as showing the home learning experience for children in each of these year groups across subjects. The grid details the frequency of home learning (with the gradual increase in quantity aimed to support progression and transition), its aimed duration (recognising this will vary from student to student) and the platforms through which home learning is likely to be submitted. It is important that details here are used effectively by teaching staff so that all children receive a consistency within home learning; that said, it is equally important that children and parents understand that there will be a degree of flexibility in order to ensure that home learning is always purposeful, and that teachers are responsive to what they see in the classroom - for example, identifying areas for particular classes, where further consolidation or practice, may be required.

Year Group	Home Learning Guide
EYFS	Reading at least 4 times a week on Oxford Owl Phonics cards, Harder to Read and Spell Words, Quick Read words, 5 minute daily phonics video
KS1 Year 1	Reading at least 4 times a week on Oxford Owl Weekly - spellings, number facts & Numbots (number facts) End of term topic project
KS1 Year 2	Reading at least 4 times a week on Oxford Owl Weekly - spellings, number facts & Numbots (number facts) End of term topic project
KS2 Year 3	Reading at least 4 times a week Weekly – spellings & times tables (Times Table Rock stars), Mirodo (reading comprehension and maths) End of term topic project
KS2 Year 4	Reading at least 4 times a week Weekly – spellings & times tables (Times Table Rock stars), Mirodo (reading comprehension and maths) End of term topic project
KS2 Year 5	Reading at least 4 times a week Weekly – spellings & times tables (Times Table Rock stars), Mirodo (reading comprehension and maths) End of term topic project
KS2 Year 6	Reading at least 4 times a week Weekly – spellings & times tables (Times Table Rock stars), SATS Companion (reading comprehension, SPaG and maths) End of term topic project

