



Our Vision

'Be the Light'

Our vision is to help each child **flourish** into a caring, confident and resilient young person who has a **love of learning**. We will do this through our shared Christian values of Love, Kindness, Forgiveness, Thankfulness and Trust. We will uphold high aspirations for all our children, through our innovative and inspiring approach to teaching and learning.

Upper Wharfedale Primary Federation

Home learning Policy

Revised by. C. Greenwood November 2023

Review date November 2025

Headteachers : C Greenwood & C Parkhouse

Chair of Governors: A. Vetch

'Home learning' refers to any work or activity that children are asked to do outside lesson time, either on their own or with parents or carers. Home learning needs to be a partnership between parents and schools. Parents' support and encouragement is essential, if their child is to benefit from home learning.

We believe that home learning plays an important part in education and the benefit of doing home learning must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring home learning is well-balanced across the Federation.

This policy was developed in consultation with staff members, taking into account parent survey responses and pupil views, and with the full agreement of the governing board.

Aims of the Policy

- To ensure consistent approaches to home learning throughout our Federation.
- To ensure that teachers, parents, and children have a clear understanding regarding expectations for home learning.
- To ensure that teachers, parents, and children are fully aware of the role that they play with regard to home learning.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.

Roles and responsibilities

The headteacher and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy annually and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Providing parents with information about home learning.
- Informing new parents about this policy.
- Monitoring the effectiveness of inclusivity and accessibility of home learning.

Base leaders will be responsible for:

- Ensuring all members of staff within their school are aware of the school's home learning policy.
- Monitoring the effectiveness of this policy within their schools and reporting their findings back to the headteacher.

Teachers will be responsible for:

- Planning and setting home learning for pupils.
- Providing an explanation of home learning tasks and ensuring that all pupils understand what they must do.
- Ensuring all home learning is purposeful and links directly to the curriculum.
- Setting home learning that is appropriate to pupils' abilities.
- Monitoring home learning regularly and making sure pupils are completing it.
- Marking home learning and giving feedback to pupils as appropriate.
- Communicating with parents if there is a problem regarding home learning.
- Setting Home learning that is consistent across Federation schools.
- Ensuring Home learning takes equal opportunities into account and that the needs of pupils with disabilities are considered.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing home learning.
- Becoming involved in their child's home learning and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes home learning to a high standard and on time.
- Providing suitable conditions and resources for their child to complete home learning.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete home learning effectively.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards home learning.
- Putting the same effort into home learning as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Taking pride in the presentation and content of their Home learning and performing to the best of their abilities.

The purpose of Home learning is to

- Consolidate and reinforce skills and understanding, particularly in reading and maths.
- To allow children to take ownership of, and responsibility for their own home learning.

- Encourage children, as they get older, to develop the confidence and self-discipline needed to study on their own, and prepare them for the requirements of secondary school.
- Develop an effective partnership between the school and parents and others in pursuing the aims of the school.

Guidelines for Home learning

- Tasks should be educationally beneficial and appropriate to the needs of the children.
- Children must be able to access the given task.
- Home learning must fit in with overall learning strategies at the school and should not be at variance with any other policy.
- Home learning will not necessarily be written tasks.
- Tasks given must be manageable and, as far as possible, exciting and interesting to do.
- Formal feedback will be given when necessary and only when appropriate; informal feedback is a natural part of the school day and therefore will continue for home learning.
- Teachers expect that home learning is completed to the same standard as work set in school and that the standard of presentation is the same as that in school.

The Federation approach to Home learning

- The school understands that setting, marking and providing feedback on Home learning is a large contributor to the workload of teachers; therefore, headteacher and teachers will ensure that Home learning is only set to positively impact pupils' progress.
- Prior to Home learning being set, teachers will ask themselves, 'Why am I setting this Home learning?' and 'How will this Home learning be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the home learning is necessary.

Class 1 -(Reception, Year 1 and Year 2)

- Regular reading is vital. For children in class 1, Home learning should largely consist of regular reading (at least three times a week) with a parent or carer as well as looking at books together. keeping reading records up to date.

In addition:

Rehearsal of basic skills for spelling through weekly phonic sheets

Regular access to Numbots to rehearse basic maths skills such as number bonds and calculations.

The following is a list of suggested activities which could also be done at home to reinforce learning in school, to boost confidence and to develop a partnership with parents:

- reading stories to children
- paired reading
- listening to children read
- discussing stories
- simple spellings
- playing board games, etc.
- involving children in role play, cooking, gardening, etc.
- writing shopping lists, using money
- number games, number bonds, early tables
- collecting information connected to topic work
- spending time observing nature
- family walks, visits, outings
- Own research around current topics in school to share with teachers.

KS2

- Regular reading is vital for children in KS2. Home learning should largely consist of regular reading (at least three times a week) with a parent or carer and building to regular and varied independent reading. Keeping reading records up to date.
- For children to develop vocabulary they should listen and share books that are beyond their reading age, which is why it is important that parents read to their children. If a child is a fluent reader, they should read regularly on their own for at least 10 to 20 minutes. Again, it is important that parents engage in dialogue with their child and ask about the book they are reading.
- In addition:
- Regular access to Numbots to rehearse basic maths skills such as number bonds and calculations.
- Regular access to timetable rockstars to practise times tables.

The following is a list of suggested activities which could also be done at home to reinforce learning in school, to boost confidence and to develop a partnership with parents:

- reading for pleasure.
- reading for information.
- Embedding maths skills taught in class.
- Embedding key grammar concepts taught in class.

- Own research around current topics in school to share with teachers.

Times Tables:

Regular time on timestables can be hugely beneficial for all pupils as it has an impact on many areas of mathematics.

According to the new National Curriculum the expectation of times tables in each Year Group is as follows:

By the end of **Year 2: 2x, 5x, 10x**

By the end of Year 3: as above plus 3x, 4x, 8x

By the end of Year 4: as above plus 6x, 7x, 9x, 11x, 12x (Statutory assessment for all times table facts at the end of year 4)

By the end of Year 5: All x and ÷ facts (12x12)

By the end Year 6: All x and ÷ facts (12x12) and related language/symbols e.g. % and square root

Year 6

Additional homework may be used to prepare children for statutory assessments and transition to secondary school. This will be cohort specific and set if appropriate by individual class teachers.

In broad terms the amount of time children can expect to spend on home learning is shown below.

Year group	Home learning	Maximum time
R	<ul style="list-style-type: none"> • Reading minimum of three times a week • Tricky words practice/Phonics sheet 	<p>10 minutes/x3</p> <p>10 minutes</p>
1 / 2	<ul style="list-style-type: none"> • Reading minimum of three times a week • Tricky words practice/phonics sheet • Numbots • Own research around current topics in school to share with teachers. 	<p>10 minutes/x3</p> <p>10 minutes</p> <p>5 minutes/daily</p>
3/ 4/5	<ul style="list-style-type: none"> • Reading minimum of three times a week 	Building towards 20 minutes/x3

	<ul style="list-style-type: none"> • Numbots • Timestable rockstars • Own research around current topics in school to share with teachers. 	5 minutes/daily
6	<ul style="list-style-type: none"> • Reading minimum of three times a week • Numbots • Timestable rockstars • Own research around current topics in school to share with teachers. • Additional homework may be used to prepare children for statutory assessments and transition to secondary school. This will be cohort specific and set if appropriate by individual class teachers. 	20 minutes/X3 5 minutes/daily

Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods.

There may be exceptions to the above and the classroom teacher will decide whether home learning should be set on a case-by-case basis.

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Pupils who fail to complete home learning.

All pupils will be expected to complete home learning on time.

Teachers will keep records of pupils completing home learning which are regularly checked.

If pupils fail to complete home learning, teachers will contact parents to find what the reason for this is.

Teachers will make efforts to support pupils who are struggling to complete home learning and will raise any concerns regarding their pupils' ability to complete home learning to the headteacher and/or parents as appropriate.

Marking Home learning

Reading records will be used to feedback on reading.

Home learning may be marked orally with the pupil or class.

Home learning may be self-marked and oral feedback given.

Style of marking will be determined by the class teacher depending on task.

Pupils with SEND

A balanced approach to home learning will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual support plans.

Equal opportunities

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

All pupils will have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

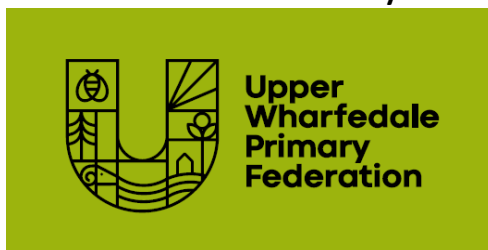
Monitoring and review

This policy is reviewed **annually** by the headteacher.

Any updates to this policy will be shared with parents, pupils and staff.

Appendix 1

Upper Wharfedale Primary Federation



Upper Wharfedale Primary Federation School Home School Agreement

Our Vision

'Be the Light'

- Matthew 5:14

Our vision is to help each child **flourish** into a caring, confident and resilient young person who has a **love of learning**. We will do this through change our shared Christian values of Love, Kindness, Forgiveness, Thankfulness and Trust. We will uphold high aspirations for all our children, through our innovative and inspiring approach to teaching and learning.

'*Be the Light*' (Matthew 5:14) underpins the federation development plan. The plan is centered on the principal aim that we want all our schools, all of our stakeholders to be the light – '*to be the best we can be*'. We believe that the light is in all of us and that through the priorities which we aim to achieve over the coming year we will shine even brighter.

The staff and governors of our Christian School believe that our vision underpins all that we do in school in order to provide a happy, rich and stimulating environment in which all children are nurtured and encouraged to reach their full potential. In all we do we seek to promote high self-esteem for everyone in our school and distinguish ourselves by the quality of care we provide to all members of the community.

This agreement outlines what we in school will do to ensure this happens and expectations we have of our parents/carers.

As a school, we will:

- Support the vision for our school and our shared values of Love, Kindness, Forgiveness, Thankfulness and Trust
- Provide a safe and caring environment for your child to learn
- Maintain our school rules and behaviour policy
- Provide a broad and balanced curriculum in which all children will flourish into caring, confident and resilient young people with a love of learning
- Report regularly about your child's progress through Parent evenings and school reports

- Celebrate your child’s successes and achievements in and out of school
- Encourage your child to reach their full potential
- Value the children in our care as individuals
- We will uphold the acceptable user agreement around the use of electronic devices
- We will uphold our roles and responsibilities outlined in the E-Safety policy

As Parents, we will:

- Support the vision for our school and our shared values of Love, Kindness, Forgiveness, Thankfulness and Trust
- Support the School rules and behaviour policy
- Support School parents evenings and opportunities to discuss pupil progress
- Ensure that children attend school regularly and punctually and understand the importance of good attendance
- Share children’s success and achievements at home, with school
- Support my child with reading and Home learning
- Encourage my child to attend school with the correct uniform, PE kit and equipment
- Read and adhere to the E safety recommendations outlined in the school’s Acceptable Use Policy for children and the Parent’s Acceptable use Policy

Parent/ carers signature.....

Head teachers signature