



Home Learning Policy

Vision

The way we do homework at our academy reflects the creative cross curricular approach we take to the curriculum. We believe that children learn best when the learning is fun, hands on and connected - therefore we aim to make home learning reflect these values. We also hope to make home learning manageable for both the children and parents and carers.

Purpose of learning outside school

- To develop an effective partnership between home and school.
- To consolidate and reinforce skills and understanding, particularly in speaking and listening, reading, writing, maths and ICT.
- To make the most of resources at home, for learning of all kinds.
- To extend school learning, for example through research.
- To encourage children, as they get older, to develop the confidence and determination needed to learn independently.

The role of the parent in the partnership

- To provide a reasonably peaceful, suitable place in which pupils can learn, either with an adult, other children or alone.
- To make it clear to their children that they value home learning and support the school in explaining how it can help their learning.
- To support, assist, encourage and praise their children.
- To create and develop opportunities for talking and listening with their children.

The role of the school

- To encourage parents to be involved in the learning process.
- To provide clear guidance and information on learning outside school.
- To value the effort made by children and parents to learn outside school.

Recommended time allocation for homework

We recognise that young children need time at home for valuable learning experiences through play and recreation.

Home Learning Recommendations:

Reception/Year 1/Year 2 (4 - 7 year olds)

A minimum of one hour each week. (10 - 15 minute sessions)

Year 3/4 (7 - 9 year olds)

A minimum of one and a half hours each week.

Year 5/6 (9 - 11 year olds)

A minimum of two and a half hours each week. (30 minutes a day)

Year Group	Tasks
Reception/Year 1	<ul style="list-style-type: none"> • Reading for 10 - 15 minutes at least 5 times per week. • Key Maths Fluency Practice at least 5 times per week which can include Numbots. • Teachers may provide phonics/key words activities to help parents know how to support their children.
Year 2	<ul style="list-style-type: none"> • Reading for 10 - 15 minutes at least 5 times per week. • Key Maths Fluency Practice at least 5 times per week which can include Numbots/TT Rockstars. • Spelling/phonics once per week.
Year 3	<ul style="list-style-type: none"> • Reading for 10 - 15 minutes at least 5 times per week. • Key Maths Fluency Practice at least 5 times per week which can include Numbots/TT Rockstars. • Spellings once per week. • 1 piece of maths (which can be counted as a fluency) per week.
Year 4/Year 5	<ul style="list-style-type: none"> • Reading for 10 - 15 minutes at least 5 times per week. • Key Maths Fluency Practice at least 5 times per week which should include TT Rockstars. • Spellings once per week. • 1 piece of maths (which can be counted as a fluency) per week.
Year 6	<ul style="list-style-type: none"> • Reading for 10 - 15 minutes at least 5 times per week. • Key Maths Fluency Practice at least 5 times per week which may include TT Rockstars. • Spellings once per week. • 1 piece of maths (which can be counted as a fluency) per week. • In preparation for Secondary School, teachers may set an additional task to support core or foundation subjects, including revision tasks.

Rewards

At Holmbush, the tasks we set for home learning are designed to support the curriculum and every child's progress. The tasks are not designed to be onerous but we encourage parents to be involved in their child's learning.

Children will be rewarded for particularly good home learning through the use of house points. We reward the completion of reading and maths through the use of praise, capes and medals on Friday of each week. The class with the most reads and maths is given a trophy for the week and celebrated in assembly.

We also put an emphasis on 'practice makes progress' to encourage the children to see the benefits of continuing their learning outside of school.