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# **Windmill Primary School**

## **Home Learning Policy**

### **September 2023**

#### *Our Vision*

*For all pupils, regardless of ability, to achieve their full potential, to prepare for future life and to become lifelong learners. This will be achieved through an inclusive, ambitious, and engaging curriculum enhanced through a wide range of enrichment opportunities.*

## **Contents**

1. Introduction
2. Policy Scope
3. The Aims of the policy on Primary Homework
4. Related Policies and References

## **Introduction**

Windmill Primary School believes homework is important since it prepares, reinforces, and extends learning that occurs during the school day.

Homework encourages parental involvement in children's learning and helps to develop independence. It is important however to remember and make it known to parents, that when a child has worked for a full day in school, they may not respond positively to having large amounts of homework.

Homework can have a mixed impact on pupils, their families and ultimately their academic achievements. Research around the benefits of homework in primary school is also mixed (a).

## **The Aims of the policy on Primary Homework**

### Mental Health and Wellbeing

We would like our pupils to develop a sustainable balance between studying and relaxation that will protect their mental wellbeing and physical health as they grow and develop. We promote engagement in a wider curriculum, and we are keen to promote this outside of school too.

We believe that children need to balance their learning with relaxation, family time and an opportunity to pursue their own interests and passions (b).

### Workload Concerns

In response to concerns over teacher workload, the Department for Education produced a workload reduction tool kit (c). The reduction of marking, especially marking that has little if any impact, and the better use of technologies are two areas that school leaders are encouraged to review. This policy is designed to have a positive impact of teachers' workload in both respects.

## **Supporting children's learning**

### Communication

- The role of parents/carers and families in the development of language and literacy skills of their child is essential to successful communication and language development in the first instance.
- Children without strong communication and language skills are likely to find mastering the fundamentals of reading harder as well as having a significant impact on their wider academic and social participation (d).

### Speaking and listening

- Talking and listening to children is vital for their literacy development as 'language is the vehicle for learning' (e).
- We encourage parents to discuss their child's learning with them using the regular curriculum information, including vocabulary, sent by their school to start a discussion about what they have been learning or will be learning in the future, their findings, and ideas.

## Reading

- When pupils are learning to read there are two crucial things to learn:
  - the sounds represented by written letters.
  - how to blend the sounds together to make words.
- We teach reading through the Read Write Inc programme. Pupils are taught to read letters or groups of letters by saying the sound(s) they represent – so, they are taught that the letter 'l' sounds like 'lllll' when we say it.
- Pupils developing reading fluency will bring home a reading book that matches the phonics learning that they have been focusing on in school. Parents can support their child by listening to them read this book to them daily. Re-reading the same book several times is most effective in helping children to increase reading fluency and their ability to read aloud with appropriate intonation.

## Reading for Life

- Children need good reading skills to access the wider school curriculum and also to make sense of and engage with communication in their everyday life.
- We believe that even more importantly pupils should gain pleasure from reading and choose to make reading a part of their future. Not only do they need secure phonic skills they also need to understand and engage with what they are reading.
- Parents can support their child's comprehension skills by listening to them read, or reading to them, and discussing the text.
- Texts should be varied and wide-ranging and not limited to books taken home from school. These may include, for example, newspapers, recipes, instruction manuals, comics, magazines, reading on tablets and Kindles.

## Mathematics

- To support the maths mastery approach to mathematics, children are encouraged to know how to read and organise numbers and recall number facts.
- Class teachers will give information about how to support children at home depending on their age and stage of learning. This may come in the form of number cards, fact cards or reference to online learning opportunities.
- All children will benefit from learning times tables. Teachers will provide parents / carers with information about how to support them with this along with online resources that can be accessed at home.

Please note that by the end of **Year 2**, children should be able to recall and use multiplication and division facts for the 2, 5 & 10 times table.

By the end of **Year 3**, children should be able to recall and use multiplication and division facts for the 3, 4 & 8 times table.

By the end of **Year 4**, children should be able to recall and use multiplication and division facts for all tables up to 12 x 12

## The Broader Curriculum

- On occasions parents might choose to support children with research before, or during, a new theme/topic. This could include researching the theme / topic together on the internet, sharing a book on the subject or even a family visit to somewhere relevant. The important aspect of sharing research activities with children is the discussion that parents have with them, talking about their understanding of the subject and broadening their vocabulary.

### Summary of Support Ideas for Parents / Carers

- Attend parent sessions run by teachers.
- Talk with children.
- Practice phonic sounds and words
- Read regularly with children.
  - Suggested EYFS 10 minutes a day
  - Suggested KS1 15 minutes a day
  - Suggested KS2 20 minutes a day
- Rehearse times table daily, little but often.
- Engage with personalised learning when appropriate.

### Personalised Learning/Inclusion

We recognise that not all children will complete work away from school and it is likely that at some time each child will have reasons for not completing the work set. Care will be taken to ensure that Homework set will be achievable for all children, with the support and help of parents.

The Homework set will be accessible to all pupils, including those with Special Educational Needs. (Examples of this would be the choice of Reading Book). It will not require access to specialised books or other resources, nor will it require the children to use materials that are not available in most homes. Children may wish to extend their work through the use of additional resources.

There are times when pupils need a little extra support in a particular area and where parents/carers can work with teachers to offer specific help for their child. This is best planned and discussed directly with the child and the parents so that all parties are clear about how to support the child in their learning. This might happen several times for some children, and not at all for others.

### School commitment to supporting parents with home learning.

- Phonics sessions for parents are offered annually.
- How to support reading session for parents including ideas for comprehension questions
- Year group information sessions for parents/carers annually
- Curriculum maps are shared with families via websites.
- Relevant vocabulary activities are shared with families termly.
- Online resources are made available.

## Related Policies and References

Information at the following links is referred to throughout this policy.

- a – <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/#effectiveness>
- b – <https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/>
- c – <https://www.gov.uk/government/publications/ways-to-reduce-workload-in-your-school-tips-from-school-leaders>
- d – [https://educationendowmentfoundation.org.uk/news/5m-fund-to-support-early-years-home-learning/?mc\\_cid=0653951f5a&mc\\_eid=96db0cdebf](https://educationendowmentfoundation.org.uk/news/5m-fund-to-support-early-years-home-learning/?mc_cid=0653951f5a&mc_eid=96db0cdebf)
- e – [https://www.thecommunicationtrust.org.uk/media/2147/all\\_together\\_now\\_-\\_section\\_2.pdf](https://www.thecommunicationtrust.org.uk/media/2147/all_together_now_-_section_2.pdf)