



## Capel Primary School

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‘Learning today, for tomorrow’

### Home Learning Policy

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Policy Control	
Responsible Governor Team:	L & D
Approved by Governors:	October 2017
Date due for review:	October 2018

Inspiring a united community of enquiring minds  
#happy learners

## Principle of home learning:

Educational Research shows that high quality home learning activities can support pupil learning. It is recognized that to enable this, the style and delivery of activities must be carefully considered by teachers and parents. At Capel Primary School we acknowledge that home learning should be:

- Purposeful
- Consist of short focused tasks or activities which related directly to what is being taught and is built upon in school
- Associated with greater parental involvement and support – *Not parent or child alone but in partnership*

Alongside this, the Capel Primary School teams aims to meet the following criteria:

Home learning should be:	Home learning shouldn't be:
<ul style="list-style-type: none"><li>• Manageable – for children, parents and staff.</li><li>• Appropriate – differentiated to child and families.</li><li>• Open-ended – so pupils can plan their time, display creativity and deepen their learning</li><li>• Inspiring and engaging for pupils.</li><li>• Supporting the attributes and traits necessary for life-long learning</li></ul>	<ul style="list-style-type: none"><li>• Mind numbing.</li><li>• Too challenging for pupils</li><li>• Ignored in lessons.</li><li>• Overly time consuming.</li></ul>

We appreciate the importance of family and the special time families spend together on their hobbies and interests. We also understand that children will have other activities after school and at weekends and therefore we will ensure that, where possible, children have a sufficient period to complete Home Learning task. This will allow families, children and teachers to plan their time accordingly.

We understand that families have very different views about Home Learning and believe this policy offers a good balance. Above all we stress that Home Learning should never become a 'battle' between child and parent.

## Delivery of Home Learning

Dfe guideline suggest that children who are five to seven years old should be set an hour of home learning a week, whereas those from seven to eleven should have thirty minutes a night. Capel Primary School recognizes that this is a guide for families and shouldn't be used as a rigid structure.

# Reading

The value of high quality reading cannot be underestimated. The impact of this time is multiplied significantly if children can enjoy reading with family members, share book experiences and have strong reading role models. **Reading unlocks many learning opportunities for children and significant investment of time in this pursuit will improve the life chances for children, therefore Capel Primary School priorities reading home learning above all else.**

- Daily reading homework will be set across the whole school. We ask families to support their children in being able to meet this expectation over time, as we recognize that families have many interests and hobbies. Classes will be asking children to share with the school and families the books they have enjoyed, favourite characters, words learnt and predications about what may happen next etc.

When children are reading to family members, we encourage all to use the following strategies to reflect on what has been read:

- 1. Support children in applying background knowledge**
  - Relate what they have read to the world
  - Make predictions based on cover
  - Link it to other books
  - Link to own experiences
- 2. Spot Breakdown**
  - Ask children to spot anything that didn't make sense to them
  - Explain that excellent readers are excellent at spotting words, phrases or sentences that don't make sense.
- 3. Word Definitions:**
  - Ask children to spot words they don't understand
  - Children must explain meaning using context – support as necessary
  - Could explore the impact of such word choice
- 4. Ask a question:**
  - Children come up with questions i.e. Is Fliss a boy or a girl/ whose fault is the argument etc.
- 5. Add a sentence:**
  - Can children add details to the text
- 6. Getting the gist**
  - Can children explain the gist of what they have read using 'big' words?
- 7. 5 finger plan:**
  - Retell the story using the plan (1. Character 2. Where 3. Story starts 4. The problem is 5. The problem is solved because... and it ends)
- 8. Headline:**
  - Can children come up with a headline that includes important ideas from the text?
- 9. Get visual**
  - Can children draw three of four pictures showing important parts of the text?

## Other homework:

Alongside regular reading, differentiated home learning 'packs' will be sent each term (6 per year). Families will then have the ownership to work on the activities at their own pace throughout the term! In each pack will be:

- Several Maths games, which can be played regularly with adults. These will relate to students in class learning and therefore support them in lessons
- Major topic projects that will normally reflect construction, innovation and creativity to produce 'show stoppers' to be presented to the class
- Spelling pattern investigation work, which they will highlight to teachers through their exercise books
- Writing challenges, which will be competed in partnership with adults and should deepen students learning around the class focus

Each class will individually set the date for work to be brought back to school.

Time will be provided for children to share their home learning, reflect on their progress and gain feedback from teachers and peers. Students will also be given an indication of 'success criteria' so they know what they should be aiming for in the bigger projects. Feedback can take many forms, including verbal, written marking and self-reflections. This information may also come from the teacher, a peer or the individual. We also plan to provide some opportunities for parents to present work with children to raise the profile of this new style. The most appropriate feedback style will vary depending on the task, time to complete and other factors but, importantly, the student should always feel their home learning is valued.

Pupils will regularly report their progress on their learning to ensure time is being well managed. Families should also make contact with teachers early during the term if they need additional support, are struggling with challenge or have any resourcing issues. Naturally, if students don't seek support and don't produce home learning over the term then there will be a negative consequence for this choice.

A focus from parents, pupils and staff on 'Quality over Quantity' is a fundamental principle.