

Policy for Learning Enrichment at Home (Homework)

‘Together we unlock potential and learn for life’



Moor First School

**This policy was approved by the Governing Body of
Moor First School at their meeting on:**

SignedChair of Governors

SignedCo-Head Teacher

SignedCo-Head Teacher

**Review Frequency:
Every 3 years**

**Next Review:
May 2024**

Introduction

Learning Enrichment (homework) is anything that children do outside the normal school day, which contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Rationale for homework

Homework is a very important part of a child's education and can add a great deal of value to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. It is also another way of establishing effective and successful dialogue between teachers and parents. One of the aims of our school is for the children to develop as independent learners through an exciting, broad and purposeful curriculum. We believe that this learning enrichment homework is one of the many ways in which children acquire the skills they need to become independent learners.

Homework plays a major role in raising a child's level of attainment as it embeds learnt skills and also stretches and challenges. At Moor First, we also acknowledge the important role of play/free time in a child's growth and development. While homework is important, it should not prevent children from taking part in a wide range of extra-curricular clubs and family activities as they also improve the lives of youngsters. We are well aware that children spend more time at home than they do at school. We therefore believe that they develop their skills, interests and talents to the full - only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school. We also recognise that the demands now placed on valuable family time require a flexible approach to the provision of learning enrichment.

Aims

The aims and objectives of learning enrichment are:

- To enable pupils to make maximum progress in their academic and social development.
- To help pupils to become independent learners.
- To help children to develop good work habits for the future and realising their individual responsibility.
- To embed a positive relationship between home and school in supporting learning in line with our school vision statement. Providing opportunities for parents, pupils and school to work in partnership.

- To improve the quality/range of learning experiences offered to the pupils.
- To extend and support the learning experience via reinforcement and revision; enabling all aspects of the curriculum to be covered in sufficient depth.
- To encourage children to develop long term strategies for future needs.
- To prepare children for middle school transfer (transition).

Time allocation

Although there are no current government guidelines regarding the amount of time that homework should take, we believe that the timings below help prepare children at Moor First for their transition in middle school.

Reception, Years 1 and 2	1 hour / week
Years 3 and 4	1.5 hours / week

Learning enrichment content

At the beginning of each half term, teachers send home details of weekly learning enrichment activities within a letter to enable parents/carers to be fully aware of the tasks for each week. Homework tasks may be sent home as physical worksheets or to be more eco-friendly, they may be uploaded on Seesaw/Tapestry learning platforms. We hope that by doing this, parents/carers will take an active interest in the work the children will be doing at home.

Fundamental – non-negotiable items

The items below are fundamental to the progress of our pupils as these can be applied across all areas of learning throughout our school. In order to develop a deeper knowledge and understanding, children need short but regular opportunities to practise these activities for them to be embedded into their long-term memory. We ask that these to be learnt/completed 3 times a week: -

- Spellings/phonics;
- Reading (a couple of pages followed by a discussion about what has been read);
- Times tables (chanting in the car, walking home and quick fire etc);
- Handwriting (this is often linked to spellings but could involve letter formation etc).

Additional homework

Class teachers may set additional tasks often linked to their curriculum topic. This homework will offer both choice and flexibility in terms of what you chose to complete and when it can be completed by. Often children earn Dojo's/team points for completing these activities.

Every term, we will send home a whole school reading challenge, including the summer term, where we liaise with the local library and take part in their competition too.

Targets for literacy and numeracy will be shared with parents on a termly basis and end of term reports also highlight next steps for families to work on with their child.

It is also important that children in year 3/4 are encouraged to practise their recorders and violins (where applicable) on a regular basis.

Pupils with SEND

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special educational needs, we endeavour to adapt any task set/resources so that all children can access the learning and contribute in a positive way. We will refer to Personal Learning Plans and Educational Health Care Plans to provide bespoke home learning tasks and will share these with parents/carers.

Raindrops' afterschool provision

Our before and after school provision will also support families with learning enrichment. They may listen to children read and practise spellings/times tables and handwriting.

Review of learning enrichment

All pupils are provided with a homework book to complete tasks as well as a reading diary and handwriting book. Teachers will review this weekly either within the homework books or by checking for uploaded homework within the learning platforms (Seesaw/Tapestry).

Within our weekly timetable, we have 30 minutes for each class as 'Golden Time.' This is not a requirement within our curriculum; however, we believe it helps children to socialise and celebrate outstanding learning achievement during the week. When children are regularly not completing the fundamental homework tasks at home, this learning may then take place during Golden Time.

The role of parents

Parents have an important role to play in their child's education and homework is a vital part of this process. We ask parents to encourage their child to complete the set homework tasks. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly and by discussing the work that their child is doing.

We ask parents to check and sign the home/school enrichment books – confirming which tasks have been completed (such as reading and spelling).

Equally, parents may message or upload work on the learning platforms as evidence.

If parents have any problems or questions about homework, they should in the first instance contact the child's class teacher. This can be done in person, by phone, by emailing or by learning platform. If homework cannot be completed due to the lack of resources the school, if informed, will support children and their families with this. If homework is not being completed, children may be invited to complete during a homework club or even in Golden time as discussed above. If children are regularly not completing homework, parents will be contacted by the Senior Leadership Team in order to identify a resolution.

Monitoring and review

It is the responsibility of our Governing Body to agree and monitor the Policy for School Learning Enrichment (Homework). Members of our Senior Leadership Team also monitor the use of our learning menus and homework provision. Parents are given opportunities to make comments, discuss concerns or make requests through annual questionnaires.
