



Home Learning Policy



Avonwood Primary School

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| | | |
|-----|---|----|
| 1.0 | Introduction | 4 |
| 1.1 | What is Home Learning at Avonwood? | 4 |
| 1.2 | Why we feel home learning is important at Avonwood | 4 |
| 1.3 | The power of reading 1:1 with your child – “Every Day, Every Night” | 4 |
| 1.4 | ‘Reach for the Stars’ challenge | 5 |
| 2.0 | Our Home Learning Stakeholder Expectations | 6 |
| 2.1 | The Child | 6 |
| 2.2 | The Parents and Carers | 6 |
| 2.3 | The Teacher and SLT | 6 |
| 2.4 | Homework Adaptions for SEND Children | 7 |
| 3.0 | Home Learning Expectations by Phase | 7 |
| 3.1 | EYFS | 7 |
| 3.2 | Key Stage 1 | 8 |
| 3.3 | Lower Key Stage 2 (Years 3 & 4) | 8 |
| 3.4 | Upper Key Stage 2 (Years 5 & 6) | 9 |
| 4.0 | Home Learning Processes at Avonwood | 10 |
| 4.1 | How to access our home learning | 10 |
| 4.2 | Celebrating Home Learning | 10 |
| 4.3 | What support is there to help with home learning? | 10 |
| 4.4 | What happened if my child does not complete their homework? | 11 |

1.0 Introduction

1.1 What is Home Learning at Avonwood?

At Avonwood, we define home learning as any activity undertaken by our pupils outside of school time, either independently or with the help of someone at home.

All our pupils should aim to complete the 'expected' home learning tasks set by their class teacher or any other adult. 'Desirable' and 'extension' are optional.

Home learning at Avonwood will...

- Be relevant to the learning taking place at school, always consolidating prior learning or robustly linked to school topics.
- Develop pupils' enthusiasm for learning outside the classroom
- Inform and involve parents
- Allow pupils to practise a skill that they have not yet mastered
- Give pupils time to reflect on their learning
- Provide opportunities for pupils to develop their skills of organisation and self-discipline which will prepare them for future learning
- Never to be set just for the sake of setting home learning

1.2 Why we feel home learning is important at Avonwood

We feel home learning is important at Avonwood for three reasons...

1. The power of working together in partnership – parents, children and teachers.
2. The importance of developing independence and fluency, in readiness for the next steps of learning.
3. The opportunity to consolidate and recall prior knowledge.

During the pandemic, these three areas were a vital part of the success of our virtual school. Avonwood children tended to make more progress and found the transition back to school easier than those in many other settings due to the power of these aspects of home learning. We are therefore keen to build on these successes and make these areas fundamental to our home learning policy.

1.3 The power of reading 1:1 with your child – “Every Day, Every Night”

At Avonwood we strongly believe reading is the golden key to all aspects of all education. Over the past 4 years we have invested much time and collaboration in working with parents to help provide daily opportunity for children to read independently, be read to and to comprehend what they have

read. We see this as a life skill rather than as formal home learning. In our mind, every child should read “every day and every night”.

For children to really enjoy and experience books then they really need to hear them clearly read and with voices for characters. Our drive to ensure children experience daily stories and books are inspired by what we know as teachers, parents and careers plus the work of research groups such as [Egmont](#) and by experts such as former children’s laureate Michael Morpurgo who says:

“It is vital that children, young people and all of us have access to stories which give us the knowledge, empathy and understanding we need to negotiate life. But just as importantly, we need to give children and their teachers and parents time to read.”

We dedicate time in school to DEAR daily (Drop Everything and Read), this underpins all aspects of our English curriculum with key texts and set challenging reading for daily home learning. As you will see in our policy below, daily reading at Avonwood is an expectation for all. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.

1.4 ‘Reach for the Stars’ challenge

We recognise that some parents like to support their child to meet the greater depth progress criteria. To support this, you will find a weekly ‘Reach for the Stars’ optional task. This task will build on prior knowledge, challenging your child to complete a more complex task. This is a completely optional task; it is up to you as the parent to decide if you wish your child to complete this. Supporting your child with this task may require an element of self-taught parent support.

2.0 Our Home Learning Stakeholder Expectations

We strongly believe the key to a successful education is built on developing a meaningful partnership work between the school, the child and the parent and or carer. At Avonwood we are fortunate to benefit from many highly engaged stakeholders, keen to support the children in their care through their educational journey. To help better understand expectations for various stakeholders, please see the guidance below:

2.1 The Child

- To bring the home learning items ready to complete.
- To try their best.
- To always give it a try.
- To reach out for help from their parent, carer or teacher when required.
- To take responsibility for completing home learning.

2.2 The Parents and Carers

- To endeavour to provide a suitable environment for my child to complete their homework
- To be aware of expectations by reading the weekly A4 year group newsletter.
- To endeavour to provide an appropriate area to work.
- To create a weekly routine in line with the expectations set out in section 3.
- To communicate with the class teacher should there be any difficulties.
- To read daily with your child
- To celebrate efforts on home learning, providing feedback as and when it is felt appropriate.
- To celebrate progress no matter how small.
- To participate in voluntary enrichment projects only if they wish to do so, e.g., termly writing projects or design technology challenges.
- To provide an appropriate level of assistance that so that the work produced truly reflects the child's abilities rather than the adult's contribution.
- To support where you feel confident to do so, or to reach out for help from the class teacher or SLT if needed.

2.3 The Teacher and SLT

- To make sure resources are easily accessible.
- To set home learning that always reflects current learning, with genuine purpose.
- To offer support to parents and carers as and when required.
- To recognise efforts with homework via a weekly show and tell, using the homework stamp provided by SLT.
- To make sure any resources sent home are easily accessible to all – e.g., pre-printed, sensible size fonts etc.
- To seek help and advice from SLT should difficulties arise.

It's important to note that home learning will not be formally marked. All home learning set, reflects prior learning, taking place in class weekly. Whilst teachers will always view and verbally acknowledge this, they will not provide written feedback as per the Avonwood Marking and Feedback policy. They will praise and recognise efforts.

2.4 Homework Adaptions for SEND Children

It is always our ambition to provide homework that is accessible to all. If your child has an EHCP or is on our SEND register, we are happy to adapt weekly homework challenges to be achievable and manageable. Class teachers will provide adapted homework tasks where required. We are also happy to consider alternative deadlines and more flexible approaches if required, making sure the needs of the child are at the centre of any decisions. If in doubt, we encourage parents to speak to teachers or the SENDCo.

3.0 Home Learning Expectations by Phase

3.1 EYFS

At Avonwood we appreciate that the transition from nursey school to primary school is a significant one. We therefore adapt our home learning expectations to be suitable for this age group. By building the foundations for home learning early, the partnership between yourself and your child will reap dividends for years to come.

If you have any concerns regarding home learning expectations for EYFS age children, please do not hesitate to contact the team on:

FoundationTeam@avonwoodprimaryschool.org.uk

| Activity | Expected, Desired or Optional | Frequency |
|---|-------------------------------|----------------------------|
| Reading | Expected | x 10min 3 sessions a week |
| Phonics/word work & letter formations number facts such as odds/evens and number bonds | Expected | (approx. 10 minutes total) |
| 'Reach for the Stars' | Optional | Weekly |
| Half-termly homework project | Desired | Half-termly |
| Writing project challenge | Optional | Termly |

In our weekly newsletter we may also suggest helpful activities that you can complete as part of your normal week such as writing shopping lists, helping count money or writing Christmas cards. These activities are suggestions only they are completely voluntary.

3.2 Key Stage 1

As children transition from EYFS into Key Stage 1, you will notice subtle changes that ease your child into more formal education. This includes more structured lessons, spending more time in teacher led sessions and learning to become a more independent learner. To reflect this increased independence, you will see our weekly home learning expectations increase to incorporate more frequent reading alongside additional simple tasks like practicing letter formation. Taking time to support our in-school learning with repetition style tasks like these, is proven to have a positive impact when looking at end of key stage outcomes – so your support really does count.

| Activity | Expected, Desired or Optional | Frequency |
|-----------------------------------|-------------------------------|--------------------------|
| Reading | Expected | 10min x5 sessions a week |
| School Jam - Maths | Expected | 15 mins - once per week |
| Spellings | Expected | 15 mins – once per week |
| Half-termly home learning project | Desired | Half Termly |
| ‘Reach for the Stars’ – English | Optional | Weekly |
| Writing project challenge | Optional | Termly |

3.3 Lower Key Stage 2 (Years 3 & 4)

As children transition into our junior school phase, they will be exposed to increasingly independent opportunities to develop and learn. With the academic standard of core subjects also rising, there is an increased need to consolidate and recall prior knowledge from weekly lessons. Our home learning therefore reflects this by expecting the English or Maths piece to be completed by all children on a weekly basis. To support this increase in expectations, an invitational home learning club will be available on request to help develop and nurture independence with these tasks.

In lieu of the increased expectations on a single weekly maths or English task, the half termly projects become optional in Key Stage 2.

| Activity | Expected, Desired or Optional | Frequency |
|--------------------------|-------------------------------|--------------------------------|
| Reading | Expected | 10 mins daily |
| Spellings & Times tables | Expected | Daily practice |
| Maths Flex Doodle Maths | Expected | Minimum: 30 mins once per week |

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|-----------------------------------|----------|----------------------|
| | | Ideal: 10 mins daily |
| 'Reach for the Stars' - English | Desired | Weekly |
| Half-termly home learning project | Optional | Half Termly |
| Writing project challenge | Optional | Termly |

3.4 Upper Key Stage 2 (Years 5 & 6)

In Years 5 & 6 we begin to prepare the children for the next phase of education and rigour of secondary school daily home learning expectations. The onus increasingly falls on the child to organise their own time and to submit their learning to the class teacher. At the start of Year 5 we will support the children in taking more responsibility for their home learning. As well as consolidating prior learning, a key driver of this phase of home learning is to develop independence and resilience with this aspect of education. The home learning is very much designed around end of Key Stage 2 goals, in Y6 CGP SAT revision guides forming a key part of this.

| Activity | Expected, Desired or Optional | Frequency |
|----------------------------------|-------------------------------|--|
| Reading | Expected | 10 mins daily |
| Spellings & Times tables | Expected | Daily practice |
| English and Maths (Doodle Maths) | Expected | Year 5: 2x 30 mins per week Year 6: 4x 30 mins per week |
| 'Reach for the Stars' | Optional | Weekly |
| Topic Research Project | Desired | Half Termly |
| Writing project challenge | Optional | Termly |

4.0 Home Learning Processes at Avonwood

4.1 How to access our home learning

We appreciate that many families have busy home lives, so making home learning easily accessible is a key priority. To assist with this, we have developed the following:

- Home Learning in Years EYFS to Year 6 will be set via a weekly newsletter. The newsletter is sent home via email every Wednesday.
- A copy of the home learning will also be placed in the classroom window. For those parents that struggle to access this electronically, the class teacher will provide a hard copy on request.
- In EYFS to Year 4, any work that is due for return, should be submitted by the following Wednesday.
- In Year 6, the twice weekly deadlines are Friday and Tuesday.
- Wherever possible, children will be provided with hard copies of worksheets rather than expecting parents to print from home.

4.2 Celebrating Home Learning

Partnership is key to home learning. We encourage parents and carers to make time to read and review any home learning, helping children with any misconceptions where possible. Please take the opportunity to give praise and positive feedback, however small the progress.

In school we will showcase weekly homework in a 'show and tell fashion'. For longer projects we may display in the classroom or reception foyer when suitable, before being returned to the pupil to take home.

At Avonwood we use Twitter to showcase and celebrate outstanding work. If parents and carers wish to share work on this platform they may do so, tagging our year group Twitter feeds. However, this is completely optional and never expected. We advise parents to follow normal social media advice by avoiding publicly sharing your child's face or name, but that is of course at your own discretion. Avonwood Twitter handles include:

@AvonwoodEYFS @AvonwoodYear1 @AvonwoodYear2 @AvonwoodYear3
@AvonwoodYear4 @AvonwoodYear5 @AvonwoodYear6 @AvonwoodHead

4.3 What support is there to help with home learning?

We appreciate that some children find learning at home with their parents and carers harder than others. There are also families with busy after school schedules or challenging professional roles. We

want to help everyone to make home learning as accessible and stress free as possible. Therefore, we have organised weekly homework clubs to support children with expected homework in Key Stage 2. In EYFS and Key Stage 1 the classroom teacher is always the first port of call but in addition we will hold parent/carer workshops to support any areas of need.

4.4 What happens if my child does not complete their homework?

Our first step will always be to speak to parents and carers to try and better understand why home learning activities have not been completed. By working together with you, we will endeavour to avoid there ever being a situation where a child does not complete home learning due to any unnecessary barriers. Our ethos is very much about making this work for all stakeholders.

Should we notice a child is not completing their home learning the teacher will ask to talk to you discreetly on the door or over the phone. During this conversation they will help unpick any barriers and potentially offer short term support at one of our home learning clubs.

If, through talking to parents, we ascertain a child is simply refusing to complete their home learning, we may ask the child to spend some of their break or lunch time working alongside a teacher or teaching assistant to help break down future barriers to completing these tasks.

If a child persistently does not complete their home learning, they will be referred to a member of SLT in order that further help, and support maybe given to the child and or family to facilitate this. Persistent lack of home learning will be referred to the Headteacher.

Years 6

There will be consistent twice weekly deadlines for submission when work will be collected by staff. Any children that miss the deadline will be given an additional 24hrs to resolve this, support if needed and parents notified at collection. Should there be any mitigating factors then additional allowances will of course be made. Any children that do not submit their home learning after this opportunity will need to dedicate some of their morning break the following day to getting this resolved. We expect this to be a rare occurrence. Any children frequently struggling with home learning will be invited to attend our after-school home learning club.