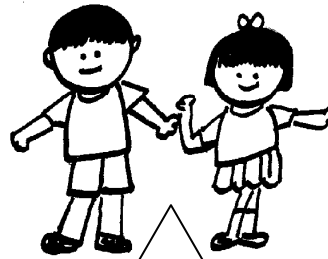




Norwood Primary School



Home Learning Policy



'Learning at home is an essential part of the good education to which all our children are entitled. It is not just about reinforcing learning in the classroom, although that is important. A good, well organised homework programme helps children and young people to develop the skills and attitudes they will need for successful, independent lifelong learning. Homework supports the development of independent learning skills, so enquiry and investigation are seen as part of the learning process. Given the increasing importance to everyone of flexibility and the ability to learn independently, developing these skills and attitudes must be a central aim for all schools.'
Secretary of State for Education

At Norwood School we believe that home learning is an important feature in a child's development, and that it will fulfill the following:

- not be onerous or cause conflict at home
- ensure consistency of our approach throughout Norwood School
- take into consideration the needs of the individual child
- enable parents/carers to support their children with the understanding NOT to do it for them
- consolidate and reinforce skills and understanding
- extend and enhance the learning which takes place in school
- develop an effective partnership between home and school
- access learning experiences at home that are not possible within school
- enable children to develop the confidence and self discipline to study and learn independently, preparing children for secondary school and life long learning

Children are absorbing information all the time and it is vital that they should enjoy a wide variety of experiences. Home learning should not therefore be merely thought of as "work set by school to be completed at home". Providing opportunities for children to play and talk is as crucial at home as it is at school. Likewise, making visits to the park, woods, library, shops etc., which cost little more than an adult's time, help to broaden a child's mental and physical development.

As a school we also value the importance of more formal days out such as museums, galleries as well as fun first hand experiences.

Of course, there are more formal learning activities which school can provide for children to work on at home. However, to gain the maximum benefit from such activities, a child needs positive interaction with an adult just as much at home as he/she does at school. At Norwood, various activities are set in each year group for completion at home. In clarifying our expectations regarding home learning, we also intend to take the opportunity to make the provision more consistent and progressive across school by setting clear and transparent minimum expectations.

Throughout the school each half term, an open ended project style task is set at the beginning of the learning theme. It is a project that we hope the whole family engage with and provide a certain level of input and support. The project is based on the integrated curriculum learning theme for the class for each half term and the task is shared with parents/carers in the usual and regular half termly curriculum letter.

How these projects are carried out is entirely up to the individual and the more creative the better. These may include : raps/songs, pieces of art work, Powerpoint presentations, booklets, films, photographs etc. Children have an opportunity to present/demonstrate/share their final product, which will ensure that these projects are valued.

We also set more formal structured tasks on a weekly basis that ensure progression and continuity across school.

Listed are the activities which are set regularly for different year groups. Activities, and their frequency, may change over a period of time, and they may be adjusted to accommodate individual needs.

'The precise amount of time spent on homework is much less important than the quality of tasks set' and 'a regular pattern is also important, particularly for literacy and numeracy'
DCSF – Homework : Guidelines for primary and secondary schools

With this in mind we have agreed a whole school progressive approach to weekly tasks which takes into consideration

- approximate reasonable time expectations (which will vary slightly between children)
- task types set each week
- clear expectations for children to read daily; either as part of their set homework, independently, sharing texts etc

Reception					
Recommended Time Allocation	Reading Task	Writing Task	Maths	Other	Family Learning
5 – 10 minutes daily (when possible)	Reading (RWI sounds and green words, scheme book when ready)	Writing (RWI sounds and green words)	Ongoing number songs and rhymes Looking for and investigating numbers and shapes in everyday life	n/a	Half Termly Curriculum Project

Yr 1 and Y2					
Recommended Time Allocation	Reading Task	Writing Task	Maths	Other	Family Learning
10 - 15 minutes daily	Reading (RWI sound and scheme books)	Weekly diary entry	Ongoing number bonds and facts Multiplication Tables Weekly Maths Task (Y2)	n/a	Half Termly Curriculum Project

Yr 3 and Yr 4					
Recommended Time Allocation	Reading Task	Writing Task	Maths	Other	Family Learning
20 minutes daily	Reading library books, scheme books, own books and wider reading materials such as magazines, instructions, recipes etc	Spelling log Weekly writing task	Ongoing number bonds and facts Multiplication Tables Weekly Maths task	n/a	Half Termly Curriculum Project

Y5 and Y6					
Recommended Time Allocation	Reading Task	Writing Task	Maths	Other	Family Learning
30 minutes daily	Reading library books, scheme books, own books and wider reading materials such as magazines, instructions, recipes and research tasks	Spelling log (Y5) Weekly writing task (Y5 and Y6)	Numeracy Task	Additional curriculum task (Y6)	Half Termly Curriculum Project

For home learning to be effective, a number of factors are essential:

- Children need to be clear about the tasks set, the time scales for completion, and how the learning taking place is helping them to progress in their learning
- Teachers must ensure that tasks are appropriate, and that they are valued by marking, discussing, sharing, celebrating the home learning within a reasonable timescale back at school
- Parents/Carers need full awareness of the home learning expectations, should take an active interest in the tasks set, and will make available for the child suitable conditions to enable the tasks to be undertaken e.g. time, space, encouragement.

How Parents/Carers can Help

- For the half term project we encourage a family learning experience, however most other tasks are intended to be completed by the child as independently as possible
- Share and read texts, stories, articles, signs on a daily basis
- Home learning is a learning tool, so go out and about together, enjoy time together, learn together
- Look for appropriate ways to extend home learning by accessing libraries, museums, websites etc
- Help your child to find an appropriate place to settle to complete their home learning tasks
- Make sure that your child does not spend too long completing their home learning – we are all entitled to a ‘work/life balance’
- Share with school, in the first instance your child’s class teacher, any concerns that you may have in an appropriate and timely manner
- Help your child and show support, but be aware that the strategies and methods being asked of your child will probably be different to what we learned at school
- Breakfast gives children the energy to learn
- Access the newly implemented Norwood School provision homework club if required