



Home Learning Policy



Avonwood Primary School

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Document Control	
Document Title:	Home Learning Policy
Ratified By:	Governors
Date Ratified:	July 2024
Reviewed by:	J. Jackson-Taylor & C. Jackson
Date Issued:	July 2024
Review By Date:	July 2025

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1.0 Introduction

1.1 What is the rationale for Home Learning at Avonwood?

At Avonwood, we define home learning as any activity undertaken by our pupils outside of school teaching hours, 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.

Whilst the evidence for the impact of home learning (or 'homework') is mixed, [an influential meta-analysis concluded](#) that:

- ⇒ 15% of home learning approaches advance children's learning by about a year
- ⇒ 65% of home learning approaches had a positive impact
- ⇒ Children who completed home learning activities achieved higher outcomes than children who did not.

Here are links to some important research around the impact of home learning:

- ⇒ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>
- ⇒ <https://teacherhead.com/2012/10/21/homework-what-does-the-hattie-research-actually-say/>
- ⇒ <https://ies.ed.gov/ncee/rel/Products/Region/midatlantic/Ask-A-REL/30117>
- ⇒ <https://www.jstor.org/stable/23116079>

Based on reviewing this evidence, home learning at Avonwood will:

- Be relevant to the learning taking place at school, aiming to consolidate prior learning
- Avoid designating tasks just for the sake of setting home learning
- Allow pupils to practise a skill that they have not yet mastered
- Inform and involve parents.

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 take responsibility for completing home learning.
- 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.

2.2 The Parents and Carers

- **To read daily with your child**
- To endeavour to provide a suitable environment for your child to complete their homework, including an appropriate area to work.
- To create a weekly routine in line with the expectations set out in section 3.
- 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 celebrate efforts on home learning, providing feedback as and when it is felt appropriate.
- 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 offer support to parents and carers as and when required.
- To make sure any resources sent home are easily accessible to all
- To seek help and advice from SLT should difficulties arise.

It is important to note that home learning will not be formally marked. All home learning set is designed to reflect prior learning. Whilst teachers will always review and verbally acknowledge this, they will not provide written feedback as per the Avonwood Marking and Feedback policy. They will praise engagement, encourage completion and recognise efforts.

2.4 Home Learning Adaptations 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 Reading every day: the power of 1:1 reading

The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.

At Avonwood we strongly believe reading is the golden key to all aspects of all education. Over time 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.

For children to really enjoy and experience books then they really need to hear them clearly read and with voices for characters. We dedicate time in school to DEAR daily (Drop Everything and Read); this underpins all aspects of our English curriculum with key texts.

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.”

3.2 Home Learning cycle: standardised deadlines

The home learning cycle for tasks/activities is standardised across the school. This is especially helpful for siblings as it keeps the cycle simple and aligned across different year groups. The Friday to Thursday cycle allows families to plan in time outside school hours that works for them, either at the weekend or during the week. The content is communicated at the start of every half term through our curriculum information events where an overview is shared with parents; this overview is also shared electronically and published on our website.

- ⇒ The homework cycle begins on Friday
- ⇒ All homework is due to be completed by Thursday morning of the next week.

3.3 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 speak to the team at drop off / pick up or arrange a meeting via the school office.

Tasks/activities in addition to reading at home daily:

Activity	Expectation
Doodle Maths	3x 10min sessions a week
*Phonics (including word work & letter formations): in Phonics Home Learning Book	Around 10 minutes a week

**The tasks will be stuck in the Phonics Home Learning Book on a weekly basis, so it is very important that the book is handed in on a Thursday.*

3.4 Key Stage 1 (Year 1 & Year 2)

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 around one hour per week by the end of Year 2.

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.

Tasks/activities in addition to reading at home daily:

Activity	Expectation
Doodle Maths	3x 10min sessions a week
Spellings	Around 10 minutes a week via Spelling Shed
'Times Tables Rockstars' [Year 2 only: from the Spring Term onwards]	3x 10min sessions a week

3.5 Key Stage 2 (Years 3, Year 4 & Year 5)

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.

Tasks/activities in addition to reading at home daily:

Activity	Expectation
Doodle Maths	5x 10min sessions a week
Spellings	Around 15 minutes a week via Spelling Shed
'Times Tables Rockstars'	5x 10min sessions a week

3.6 Year 6

In Year 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. 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, with the CGP SATs revision guides forming a key part of this.

Tasks/activities in addition to reading at home daily:

Activity	Expectation
Doodle Maths	5x 10min sessions a week
Spellings	Around 15 minutes a week via Spelling Shed
'Times Tables Rockstars'	5x 10min sessions a week
*CGP SATs revision guides	Around 30 minutes per week Collected in every fortnight

**An overview of the CGP tasks will be shared at the beginning of every half term via:*

- ⇒ Parent curriculum information event at the start of the half term*
- ⇒ Sending to parents electronically*
- ⇒ Publishing on the website*
- ⇒ Giving children a paper copy.*

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 provide the following:

- ⇒ Curriculum information event for parents at the start of every term
- ⇒ A termly overview is sent to parents electronically
- ⇒ A termly overview is published on the website
- ⇒ A termly overview (paper copy) is given to children.

As much of our homework provision is through online platforms, the expectations will not change across the year. The exceptions are EYFS (Phonics Home Learning Book), Year 2 (Times Tables home practice from the Spring Term) and Year 6 (CGP SATs revision guides).

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.

There are various celebration mechanisms in school, such as giving out APE points for effort and/or completion and competing for the class DoodleMaths trophy in Golden Assembly.

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, notably for children with identified SEND. 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 a homework club to support children with expected homework in Key Stage 2. This is designed to be a six-week intervention to overcome barriers, in partnership with parents, and establish home learning habits. In all year groups, 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 Home Learning?

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 may be given to the child and/or family to facilitate this. Persistent lack of home learning will be referred to the Headteacher.

In Upper Key Stage 2 (Year 5 & Year 6):

- ⇒ Children that miss the deadline will be given an additional 24hrs to resolve this, with support if needed.
- ⇒ Any children frequently struggling with home learning will be invited to attend our after-school home learning club.
- ⇒ Any children that do not submit their home learning after this opportunity may be required to use some of their break the following day to complete the outstanding activities. Due to the manageable nature of the Avonwood home learning expectations, we expect this to be a rare occurrence and strongly encourage families to come forward to speak with us if there are barriers that we should know about.
- ⇒ Should there be any mitigating factors then additional allowances can be agreed.