



LOCKS HEATH JUNIOR SCHOOL

2.0 Teaching, Learning and Behaviour Policies

2.5 Home Learning Policy

Published September 2023

To Be Reviewed – September 2026

Scope

This policy covers:

- **Homework** - tasks given to pupils by their teachers to be completed outside of usual lessons. This could be a reading activity, a learning activity a computer based task, a practical task or a written task.
- **Remote Home Learning** - tasks given to pupils by their teachers to be completed in place of usual lessons. This might be used during a partial or full school closure for a group of children or it might be used on an individual basis for a short period of time where a child is unable to attend school on the grounds of physical or mental ill health. Tasks could be a reading activity, a learning activity a computer based task, a practical task or a written task.

Homework

What does the research tell us about homework in Primary Schools?

According to the Education Endowment Foundation:

The average impact of homework is positive across both primary and secondary school. There is however, variation behind this average with homework set in primary school having a smaller impact on average (an additional 3 months gain across the year.)

The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases.

Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback about their work

What do our parents feel about Homework?

Our parent community is divided on the issue of homework. Some parents tell us they would like a substantial amount of homework each week. Others feel homework is of little value and interferes with family life and after school activities. Some parents feel homework is detrimental to children's mental health and wellbeing.

What do our teachers feel about homework?

Teachers recognise that activities that require over-learning such as the learning of number facts and developing fluency in reading require more time devoted to them than can be provided within the school week. Additionally, some learning such as telling the time, weighing and measuring and observing scientific phenomena are

also optimized by reinforcement in a home learning environment. They therefore recognise and value the support parents can provide with these activities at home.

Teachers have limited non-teaching time available for planning, preparation and marking. Most teachers feel that this time is best spent in planning for and assessing lessons taught within the school day when they can judge the level of independence at which the child is working.

Year 6 teachers recognise that there is a need for children to undertake revision activities prior to their end of Key Stage 2 tests and for children to prepare for homework expectations in secondary school.

What are the homework expectations at Locks Heath Junior School?

We have differing expectations depending on the age and maturity of the child. In addition to some core activities we provide further activities which are optional.

In Years 3 & 4:

- Children are expected to read to an adult for 10-15 minutes daily at least 4 times per week. As the child increases in confidence and fluency, they might sometimes read independently for 5-10 minutes and then discuss their reading with an adult. Workshops are provided annually by school staff to explain the rationale for reading at home and to provide parents with some useful tips.
- Children are expected to spend 10 minutes 2 -3 times per week practicing their times tables. This could be through an online game e.g., Times Table Rock Stars. Workshops are provided annually by school staff to provide parents with ideas for suitable activities.
- Prior to each half term break, children are given 'home learning packs. In the Autumn term, this learning complements school-based learning around anti-bullying. They are expected to spend 2 – 3 hours on the learning activities and to do this alongside a parent. In the Spring Term, the focus is e-safety and in the Summer, keeping yourself safe.

Optional homework

We recognise that some children and parents may prefer to undertake more home learning activities, so in regular newsletters from Year Leaders, parents are provided with details of current learning along with a list of relatively local places to visit, books to read, websites to explore and sometimes home-based activities. The list is provided so that parents can select the ideas that best suit their budget and time available. Parents and children may like to keep a scrap book documenting their home learning activities but there is no requirement to do this. Occasionally, children have the option to make an artefact linked to their project to aid engagement.

In Years 5 & 6:

- Children are expected to read for 20 minutes daily and spend 10 minutes several times a week discussing their reading with an adult at home.
- Children will be set a 30 minute arithmetic task to complete weekly.
- Prior to each half term break, children are given a 'home learning pack'. In the Autumn term, this learning complements school-based learning around anti-bullying. They are expected to spend 3 - 4 hours on the learning activities and to do this alongside a parent. In the Spring Term, the focus is e-safety and in the Summer, Keeping yourself safe.

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Year 6 SATs revision (February to May)

During the run up to the end of key stage tests, Year 6 children will be expected to complete some additional homework which might include:

- Complete a reading comprehension task (20-30 minutes/week)
- Complete a grammar and punctuation tasks (15 minutes/week)
- Arithmetic task (20-30 minutes)

We recommend children in Year 6 purchase the CPG revision guides and workbooks. Children can work through these at a pace that suits the family.

Further Guidance on supporting your child with Reading

Reading has a high priority at Locks Heath Junior School and we recognise the important bond it generates between home and school. By the end of their journey through primary, children should be able to read age-appropriate books with confidence and fluency (including whole novels). They should also be able to read aloud with intonation that shows understanding of the text. To support this we would ask you to encourage your child to read widely and discuss both their choice of literature, and the content, with you when possible.

Paired Reading - Paired Reading is a technique to encourage children to enjoy books by increasing fluency and pace when reading.

The child chooses the book and, as a parent or carer, you read the book **with** your child. When your child feels comfortable in reading alone, they tap your hand or the table to indicate they will proceed on their own.

If the child stumbles, you re- join in the narrative until they resume confidence. Reading for approximately 10 to 15 minutes 4 times a week is recommended.

Hampshire Library Services – joining the local library can provide you and your child with a shared activity. Not only can you peruse a wide selection of authors new or unknown to you, but your library membership also allows you to download ebooks and e-magazines.

Further Guidance on helping your child learn times tables.

A deep understanding of multiplication, division and associated facts is an essential tool in primary mathematics. By the end of Year 4 children are expected to be able to recall all their times table facts up to 12×12 . To support this we encourage them to explore the connections between different times tables (e.g. if you know $2x$ then double for $4x$ and double again for $8x$).

Here are some ideas for developing your child's fluency in these facts at home.

1. **Speed challenge** – how many times can your child write out their table in 5 minutes?
2. **Throw the dice**- roll 2 dice to create a times table calculation for your child to complete.
3. **Playing cards**- using a set of cards (without the picture cards), turn over 2 cards and multiply the numbers. If the player answers correctly they can keep the cards. The winner is the player that collects the most cards.
4. **Related fact search** – choose a times table fact and record as many facts related to that as they can in two minutes. They can try to beat their previous score (e.g. with $3 \times 6 = 18$ related facts are $30 \times 6 = 180$ $18 \div 3 = 6$ $180 \div 3 = 60$ and so on).

5. Multiplication Bingo – this will need a few players and a caller. Create a bingo card by choosing at least 4 multiples from a times table. The caller then calls different times table questions (these could be multiples or non-multiples) if the child can answer the question correctly and has it on their card, they can mark it off.
6. Chanting games – practise chanting times tables with a friend or family member. They could do these in order initially then move to going backwards or out of order.

How do we inform parents about the homework?

Information is provided regularly in Year Leader's Newsletters.

What feedback will be provided in relation to homework?

Children are regularly provided with feedback about their progress in reading in conversations with their teachers and support staff.

Written homework will be ticked or initialed by the class teacher. The teacher will provide the child with verbal feedback in relation to the homework if appropriate.

Any issues arising from homework will be addressed with parents during scheduled parent evenings or by appointment where necessary.

Remote Home Learning

How will my child access any online remote education you are providing?

At Locks Heath Junior School we use Google Classroom for our remote learning platform. During the first month of the Autumn term, an email will be sent advising parents of their child's Google Classroom username and password, to only be used in the event of needing to access remote learning.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- For any families who have insufficient devices for the number of people requiring access, then in the first instance, contact our Child and Family Support Worker, Katie Couchman. k.couchman@locksheath-jun.hants.sch.uk
- For pupils who do not have online access and therefore require printed materials, parents should contact the school office and materials will be provided on a weekly basis.
- For pupils who cannot submit work electronically, we will make personal arrangements so that work can either be posted or collected as appropriate.

What should my child expect from immediate remote education in the first day of two of pupils learning at home?

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote working. A folder with a selection of learning activities can be found under the 'Classroom' tab on Google Classroom for all pupils in school to access. These tasks will cover embedding and practicing previously learnt skills.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, in PE we may set generic challenges as children may not have the specialist equipment they need at home.

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 2	A minimum of 4 hours per day
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Suggested timetable for remote learning for large groups or whole school

Where a pupil absence is due to medical reasons, we would liaise with parents regarding an appropriate timetable of activities.

	9:10	10:00	10:50	11:10	12:10	13:20-15:20
Monday	Maths	Guided Reading	Break	Writing	Lunch	Topic/personal exercise
Tuesday	Maths	Arithmetic	Break	Writing	Lunch	Topic/personal exercise
Wednesday	Maths	Guided Reading	Break	Writing	Lunch	Topic/personal exercise
Thursday	Maths	Topic	Break	Writing	Lunch	Topic/personal exercise
Friday	Arithmetic	Topic	Break	Writing	Lunch	Topic/personal exercise

How will my child be taught remotely?

We use a combination of the following approaches to teach children remotely:

- Live or recorded teaching for core mathematic and English lessons daily
- Oak National Academy lessons for some topic work e.g. music lessons
- Websites supporting the teaching of specific subjects e.g. Language Angels for the teaching of French, Times Table Rockstars
- Access to e-books through Schools Library Service
- Supporting materials from a range of commercially available websites

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

At Locks Heath Juniors, we provide a remote curriculum which covers the full school day. The minimum Government expectation for children at Key Stage 2 is that they will engage in at least four hours of learning each school day. We recognise that every family circumstance will differ in terms of adult work commitments and the number of siblings requiring access to remote learning. Therefore, children may not be able to complete their learning during traditional school hours, however the expectation is that the **minimum four hours** learning is completed around existing family circumstances (this means learning may start earlier or goes on later than it would in school.) We would expect that all core learning tasks are completed and uploaded to Google Classroom.

How will you check if my child is engaging with their work and how will I be informed if there are concerns?

After an initial period of a one weeks' grace to establish home learning routines, initially you will receive a polite reminder from the class teacher via email offering help with accessing home learning if required. If the required learning has not been engaged with by the middle of the second week, you will receive a phone call from the class teacher to discuss further..

How will you assess my child's work and progress?

Feedback can take many forms and may not always be extensive written comments for individual children. For example, whole class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Whole class comments which will address common misconceptions
- Personal comments will be used in a variety of ways: to celebrate, to motivate and to facilitate progress where appropriate
- Direction for children to edit or self-assess in order to promote meta-cognition

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Differentiated learning tasks for core subjects available on remote learning platform
- Where children have been identified as working significantly below their age, alternative paper based tasks linked to pupils' learning trackers and SEN learning journeys will be provided
- The school SENCO (Amy Downing), along with the pupil's class teacher will monitor the progress of SEND pupils working from home
- Learning completed at home to be sent back to school in order to assess and monitor progress