



Millbrook Junior School
Dream, Believe, Aspire, Achieve



Millbrook Junior School

Home Learning Policy

This policy was approved by the Governors/Trustees on 6th December 2023

Chair of Governors/Trustees

Home learning has been outlined to have positive effects with achievement of skills and knowledge, when using short focussed activities that are related to what is being taught in class. This helps to instil good learning behaviours and to improve communication between school and home (Medwell and Wray, 2018). It is important to consider that home learning environments will vary and that some children will benefit from a home learning club. Receiving feedback on the work they have completed will have a higher impact on their achievement. They need to be made aware of the purpose of the home learning that they are completing to ensure a greater impact (Higgins *et al.* 2014).

Aims:

1. To provide meaningful tasks that link to lessons within classes.
2. To provide feedback either verbally, written or instant from the online tasks.
3. To communicate effectively with parents and children to ensure they are clear on the expectations.
4. To offer alternative times for children to complete home learning if need they need support, access to the internet or a structured time to complete tasks.

Expectations:

Children will:

- Complete their weekly handwriting sheet (Year 4-6).
- Read and quiz on the books that they have read weekly (at least 3 times per week). This could also include books on myOn and books from their myOn project.
- Complete nuggets from their recommended pathway (recommended three for Year 3, four for Year 4, five for Year 5 and six for Year 6 per week).
- Spend time using TTRS (Times Tables Rock Star) (approximately 15 minutes).
- Complete one Science activity per term.
- Ask for support from parents/carers, teachers or peers if they require it.
- Understand that they are developing skills that have been learnt in school.
- Have the option to use Linguascope if they would like to.

Teachers will:

- Use the AR (Accelerated Reader) reports to monitor reading and progress, especially children who are not at benchmark.
- Liaise with our Librarian weekly.
- Monitor overall Maths progress within the class and monitor individual's home learning efforts more closely if issues have arisen.
- Monitor Maths Flex reports provided by KHA.
- Monitor TTRS when appropriate.
- Set one Science activity per year group on google classroom.
- Reward with stickers and notes home when appropriate (e.g. after a Science assignment has been submitted).

- Invite children to attend the home learning lunchtime club if issues have been identified.
- Ensure that any appropriate adaptations are made for children with SEND or More Able.

Parents/Carers will:

- Monitor children's completion of independent home learning.
- Sign planners weekly and write 'all complete' once home learning has been completed.
- Support children if they require further help.
- Reinforce the importance of developing skills that have been learnt at school.
- Praise positive learning behaviours that have been displayed.

The Home Learning leader will:

- Lead staff to monitor and encourage home learning.
- Lead children to engage and progress with home learning.
- Provide guidance for staff, children and parents.
- Communicate effectively with staff, children and parents.
- Write a home learning policy.
- Keep a home learning display current.
- Organise a trip to 'The Hut' termly to praise children who have gone above and beyond with their Home Learning.

Procedure:

- Children will have all the relevant log in information in their planners (if required) which they will be responsible for taking home each night and returning to school the next day.
- Children will have ample opportunities to revise using these programmes and log ins during school time before they are expected to complete this independently at home.
- Children will complete tasks weekly (apart from Science which is termly).
- Teachers will reward as appropriate.
- Children can attend the lunchtime home learning club if they are invited or would like to.

References:

Higgins, S., Katsipatakis, M., Kokotsaki, D., Coleman, R., Major, L.E., and Coe, R. (2014). *The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit*. London: Education Endowment Foundation. [online] Available from: <https://educationendowmentfoundation.org.uk/resources/teaching-learningtoolkit/homework-primary/> [Accessed 3rd September 2022].

Medwell, Jane & Wray, David. (2018). Primary homework in England: the beliefs and practices of teachers in primary schools. *Education* **47** (3-13), p.1-14.