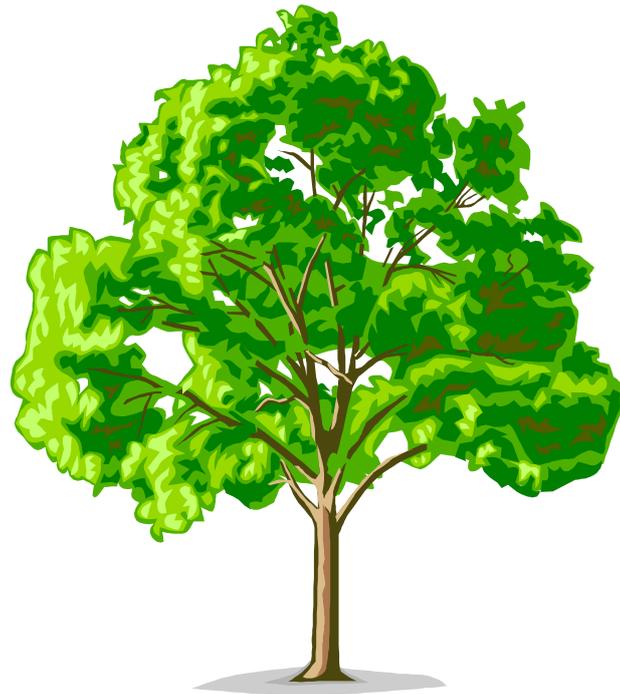


Nook Lane Junior School



Home Learning Policy

December 2013
Review Date: December 2015



Home Learning at Nook Lane Junior School

In order to produce an effective approach to home learning, consultations have taken place with parents, pupils and colleagues. A parent partnership questionnaire was conducted in March 2013 and a parent consultation meeting regarding home learning took place in the summer of 2013. The following points were identified as key areas to address:

- Progression through school in terms of quantity and level of challenge
- Feedback from teachers on homework tasks
- Differentiation – expectations that are appropriate to children of different abilities
- Methods that can be used to help children progress in maths (it has been decided that this will be developed through workshops rather than homework)

The Purpose of Homework

At Nook Lane Junior School we regard homework as an integral part of the curriculum. Tasks and activities are clearly linked to objectives which are either being taught or will be a focus in future learning. The tasks are designed to build confidence and independence as well as encourage a dialogue between children and parents, carers and families about learning. Some tasks, for example the Y5 Christmas fair baking activity, are designed to develop key life skills and encourage children to make a positive contribution.

Feedback

For home learning to be fully valued, and to further motivate children, it is crucial that pupils receive feedback on their work. In a response to evaluations from parents and families, the school will provide opportunities within lesson times to both share and feedback on home learning tasks. The impact of time spent on spellings is reflected in fortnightly spelling tests and any home learning is displayed on the class spelling board. Maths home learning tasks are marked together once a week during a lesson introduction. Theme tasks are discussed at the start of the relevant theme lesson and examples of work are shared and presented. More detailed homework which is set in year 6 (i.e. projects) are marked more formally and a comment is sent home.

The Importance of Regular Reading at Home

At Nook Lane we place massive importance upon children reading at home with their families. All our classrooms have displays tracking home reading habits and celebrating success. Our own in-school action research conducted by Mr Butcher, our English leader, indisputably proves the significant link between increased home reading and good to outstanding progress in school.

Multiplication Tables

In order to support children in learning their multiplication tables (up to and including the 12 times tables) by the end of year 4, Nook Lane places a major emphasis on practising these skill, encouraging them to be developed further at home.

Learning Journeys

To further enhance parents' and families' awareness of learning in subjects other than English and mathematics, each child takes home a copy of the theme learning journey on a half-termly basis. This resource outlines the key skills that children will be developing in each subject area.

Monitoring of Homework

The school periodically conducts evaluations to review the relevance, quality and impact of home learning. Within this process questionnaires and parent/pupil consultations take place.

Pupils with Additional Needs

The inclusion team and class teachers work closely with parents in supporting pupils' individual education plans and positive learning plans which are part of our home learning practice. Plans are reviewed every term and advice and support provided for parents as appropriate, including drop-in sessions.

Organisation of homework in each year group

Year Group	Subject	Task
Y3	Reading	Children are asked to read every night and evidence this on reading records
	Spelling	Parents are made aware of a fortnightly spelling focus and spellings are sent home to learn.
	Maths	The objectives being taught in maths are shared with parents.
	Theme	A theme task is sent home that links to current learning.
Y4	Reading	Children are asked to read every night and evidence this on reading records.
	Spelling	Parents are made aware of a fortnightly spelling focus and spellings are sent home to learn.
	Maths	A task is sent home each week which is brought back to school and is marked in class as part of the lesson.
	Theme	A task is sent out every 2 weeks that links to current learning.
Y5	Reading	Children are asked to read every night and evidence this on reading records.
	Spelling	Parents are made aware of a fortnightly spelling focus and spellings are sent home to learn.
	Maths	A task is sent home each week which is brought back to school and is marked in class as part of the lesson.
	Theme	A task is sent out every week that links to current learning. This is discussed as part of the theme lesson.
Y6	Reading	Children are asked to read every night and evidence this on reading records.
	Spelling	Parents are made aware of a fortnightly spelling focus and spellings are sent home to learn.
	Maths & Theme	Children have homework diaries, similar to the approach used at secondary school. Homework is set at different points throughout the week. Projects are also sent home which span the length of a theme.
IR	There will be an emphasis on English, Mathematics, and Personal Social Health and Citizenship Education reflecting key areas of relevance for children with an autistic spectrum disorder (ASD).	<p>Homework will be differentiated according to a child's age, understanding and ability.</p> <p>Time to complete homework within school can be offered in some situations where it is felt the stress and anxiety expressed by the child and parents/ carers outweigh any benefit for setting homework.</p> <p>(See separate IR homework policy for more details).</p>