

Packmoor Ormiston Academy



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Home Learning Policy

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Statement of intent

Packmoor Ormiston Academy is a vibrant, enthusiastic, forward thinking and safe learning environment in which children are given every opportunity to complete a fulfilling primary school education.

At Packmoor Ormiston Academy, we believe that homework plays an important part in a child's education.

The benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to making homework well-balanced across the school.

This Homework Policy was developed in consultation with staff members, parents, pupils and with the full agreement of the governing body.

Aims

Packmoor Ormiston Academy Home Learning Policy aims to:

- Develop a consistent approach to home learning throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to home learning.
- Ensure that parents have clarity on what their child is expected to do.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning and to keep them informed about the work their child is covering.
- Use home learning as a tool for raising standards of attainment.
- Improve the quality of the learning experiences by extending it beyond the classroom.
- Give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day.

1. Responsibilities

1.1. The role of the Principal and governing body:

- Frequently check compliance of the policy.
- Monitor the effectiveness of the policy every year.
- Review the policy every year and make appropriate updates as required.
- Discuss with staff how far the Policy is being implemented.
- Meet with parents as appropriate.
- Support parents with information about home learning.
- Inform new parents about the home learning Policy.

1.2. The role of the teacher:

- Plan and set up a regular programme of home learning for pupils.
- Provide an explanation of home learning tasks and ensure all pupils understand what they have to do.
- Ensure all home learning given is purposeful and links directly to the curriculum.
- Set home learning that is appropriate to the child's ability.
- Monitor home learning regularly and make sure pupils are completing it.
- Mark home learning and give feedback to pupils.
- Communicate with parents if there is a problem regarding home learning.
- Be available for discussion if necessary to parents and pupils about home learning.
- Set home learning that is consistent across classes.
- Ensure home learning takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Reward quality work and praise children who regularly complete home learning.

1.3. The role of parents/carers:

- Support their child in completing home learning and encourage
- Become involved in their child's home learning and encourage their child to have a positive attitude towards it.
- Make sure that their child completes home learning to a high standard and on time.
- Provide suitable conditions and resources for their child to complete home learning.
- Praise their child and celebrate achievements with regard to their home learning.
- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning and home learning.
- Encourage your child to discuss home learning with you, including feedback from teachers.

1.4. The role of pupils:

- Take responsibility for their own learning and submit completed work in a timely manner.
- Have a positive approach towards home learning.
- Put the same effort into home learning as would be expected of class work.
- Make sure they understand the tasks that have been set and seek clarification if required.
- Ensure that they have everything they need to complete home learning and return to school all books/stationery needed to complete their home learning.
- Take pride in the presentation and content of their home learning and perform to a high personal standard.

2. Home Learning Tasks – Current practice

- 2.1. Each term, each year group will be informed of what is expected of them with regard to home learning.
- 2.2. Teachers will explain the organisation of home learning to parents at the parents' evening in September.
- 2.3. End of year expectations sent out at the start of the year and are available on the academy's website.
- 2.4. The amount of home learning will increase as the child progresses through school. Teachers may occasionally set extra homework for the whole class if they feel it would be beneficial.
- 2.5. The table below shows expected home learning. Daily reading is expected and tasks may be set in addition to the below activities.

At Packmoor Ormiston Academy we believe home learning activities should support your child in mastering the basics to ensure they achieve everything they are truly capable of. Therefore, there is an expectation that pupils will read every night, practise their spellings and know all their times tables to 12 by the spring term of Year 4 (National Expectation).

Year Group	Home learning	Maximum Time	Total/week
R	<ul style="list-style-type: none"> • Reading –each night • Tricky Words Practice • Phonics 	5 minutes/night 10 minutes 10 minutes	45 minutes
1	<ul style="list-style-type: none"> • Reading –reading book each night • Tricky Words Practice/Phonics • Number Bonds work • Spellings - fortnightly 	5 minutes/night 10 minutes 10 minutes 10 minutes	55 minutes
2	<ul style="list-style-type: none"> • Reading – reading books each night • Times Table/Number Bonds work • Spellings- weekly 	5 minutes/night 15 minutes 15 minutes	55 minutes
3/4	<ul style="list-style-type: none"> • Reading – Library books each night • Times Tables– 5 minutes each day • Spellings– 5 minutes each day (weekly test) • Topic research 	15 minutes/night 25 minutes 25 minutes	1 hour 40 minutes
5/6	<ul style="list-style-type: none"> • Reading – Library books each night • Spellings– 5 minutes each day (weekly test) • Literacy – 1 piece each week • Numeracy – 1 piece each week • Topic research • Additional Times Table weekly 	10 minutes/night 25 minutes 20 minutes 20 minutes	1 hour 55 minutes

3. Absences

- 3.1. If the child is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils should be well enough to undertake work. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.
- 3.2. If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

4. Pupils who fail to complete home learning

- 4.1. All pupils are expected to complete homework on time. Teachers will keep records of pupils completing homework, including reading, which will be regularly checked. If pupils fail to complete homework, teachers will contact parents to find out why. Pupils will complete home learning during breaks.
- 4.2. If a pupil fails to read at home at least 4 times a week they will complete a reading task during break/lunchtime on a day best suited to the class teacher.

5. Marking home learning

- 5.1. Homework may be marked in a variety of ways according to the school's marking policy. The work will be ticked to show that it has been marked. Sometimes, the work is marked in detail and comments are given on future progress. Occasionally, the work may be marked orally with the child or class. Teachers will not mark learning that is handed in late.

6. Pupils with SEND

- 6.1. The school recognises that pupils with special educational needs and disabilities (SEND) may require that specific tasks be set in the form of Individual Education Plans.
- 6.2. While pupils with SEND may benefit from special tasks separate from the homework received from other pupils, it is important that they also do as much in common with other pupils.
- 6.3. A balanced amount of the right type of homework will be set for pupils with SEND, in consultation with the parents and SENCO.

7. Equal Opportunities

- 7.1. At Packmoor Ormiston Academy, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

8. Policy review

- 8.1. This policy is reviewed every two years by the headteacher.
- 8.2. The scheduled review date for this policy is **July 2023**

