



Home Learning Policy – Term 4 Session 2017-2018

1. Rationale

Homework and learning at home has long been expected part of children's education. However, recent educational research has begun to question the impact of the traditional written homework.

John Hattie, who extensively analysed thousands of educational studies to discover what is most effective in education says.

“Homework in primary school has an effect of around zero. In high school it's larger. (...) Which is why we need to get it right. Not why we need to get rid of it. It's one of those lower hanging fruit that we should be looking in our primary schools to say, “Is it really making a difference?” If you try and get rid of homework in primary schools many parents judge the quality of the school by the presence of homework. So, don't get rid of it. Treat the zero as saying, “It's probably not making much of a difference but let's improve it”.

Following extensive trialling and consultation with all stakeholders, we have improved our home-learning approach by focusing on “preview.” Children know what they will be learning in advance so that they may prepare for deeper learning in the classroom.

We recognise that we have a responsibility to support parents to support their children. Article 18 UNCRC.

2. Aims

- Home-learning should prepare children for deeper learning in the classroom.
- There will be a focus on spelling, reading and numeracy, with a consistent approach across the school.
- Home-learning should promote a positive attitude to study where children and their families may decide how best to learn.
- Home-learning should help parents to support their child.

3. What Home-Learning will look like

All families will receive a homework leaflet at the beginning of the term to give more detailed suggestions for activities which should be completed at home with a focus on spelling, reading and numeracy.

Spelling: Each week, in advance of the learning activities, spelling patterns will be sent home. These should be discussed and explored using activities from the leaflet.

Reading: From their first day, children will have sounds to practice for reading and then when they can identify and read those sounds they will be given reading books. Those reading books will be read in school and then sent home. As children progress through the school and begin to read novels, these will not be sent home as often because children will be working on skills such as prediction which means that the teacher must ensure that children do not read ahead.

However, we recognise that reading as little as ten minutes every day (more if the children want) is hugely beneficial so we strongly encourage that and to that end all children will take part in the “First Minister’s Reading Challenge.”

Numeracy: In order to work with number in a deeper way in class, it is very important that children know their “Learn It” number facts and can answer them at speed. Children will be given their focus number facts in advance.

From time to time, a teacher may ask children to research or investigate something based on their topic. This will also be given on a preview basis so that children may explore in advance with plenty of time.

4. Involvement with stakeholders

This short term policy has come from an extensive trial and consultation with all stakeholders.

Parents will continue to be informed about the areas of learning being covered by class newsletter at the beginning of term.

5. Agreement and Review

This policy is a short-term policy based on the recent trials and consultations and will require evaluation, review and improvements prior to session 2018-2019.

6. Appendix

Home learning activities leaflet