

Highworth Combined School

# Home Learning Policy

## Rationale

This policy has been prepared with regard to the following:

1. Research from the Education Endowment Foundation which says:

**‘Overall, homework in primary schools does not appear to lead to large increases in learning.’**

Further information regarding this research can be found at:  
<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=132&t=Teaching%20and%20Learning%20Toolkit&e=132&s=>

2. In a speech to the National Association Of Head Teachers on 10<sup>th</sup> March 2018 Damian Hinds, Minister for Education, said the following:

**‘Above all else, the key to education is the person standing at the front of the class. I believe we need to get back to the heart of successful teaching – to strip away the workload that doesn’t add value and give teachers the time to focus on what actually matters. Together with Ofsted and the Association of School and College Leaders, we will take collective responsibility for this issue and tackle the workload burden on our schools.’**

Further information regarding Mr Hinds’ speech can be found here:  
<https://www.gov.uk/government/news/damian-hinds-sets-out-plans-to-help-tackle-teacher-workload>

## Aims

As a result, home learning at Highworth will have the following aims:

- Allow children to practice skills and behaviours where sufficient time cannot be dedicated to this within the school day
- Involve parents in the learning process of their child/children
- Create a manageable workload for teachers, where their efforts add value to outcomes for children

## Content

The nature of Home Learning

1. Daily reading: It is expected that all children will spend at least 10 minutes reading and discussing their home reading book. This will be sent home every day and changed at regular intervals. It will be accompanied with a reading log which should be annotated by the listener each day.
2. Rote learning of ‘Common Exception Words’: Early readers (those in Year R, Year 1 and sometimes in Year 2) benefit from rote learning of words that cannot be said aloud using

phonics to 'sound them out'. Consequently, children in these year groups will receive words to be learnt on a weekly basis.

3. Rote learning of Maths facts: Children will take home a Maths Learning Pack. This will specify the nature of the facts to be learnt and will be supported by different materials which can be used at home to support the learning. Maths facts will be periodically tested at school. Children who have shown that they have mastered the relevant fact will be given a new pack to start work on. Those who have not yet mastered the fact will have the same pack returned for further practise.
4. In order to provide further opportunities for those families who would like to do more learning at home, a matrix of possible tasks, relevant to the child's year group, will be available for each half term on the school's website. Once complete, evidence of these tasks may be brought into school for the teacher to view. Teachers will give verbal feedback to the child to recognise effort, skill and knowledge used. Written feedback will not be provided as it is known that this is of little value to improving the attainment of pupils and is time consuming for the teacher (and therefore counterproductive to reducing work load).

<b>Daily</b>	<b>Reading</b>	<b>Maths Facts</b>	<b>Common Exception Words</b>
<b>Year R</b>	10 min	NA	5 minutes
<b>Year 1</b>	10 min	5 minutes	5 minutes
<b>Year 2</b>	10 min	5 minutes	10 minutes (not all children)
<b>Year 3</b>	15 min	10 minutes	NA
<b>Year 4</b>	15 min	10 minutes	NA
<b>Year 5</b>	20 min	15 minutes	NA
<b>Year 6</b>	20 min	15 minutes	NA

### **Equal Opportunities**

This policy has been written in accordance with, and meets the requirements of the Equality Act 2010.

Written by Clare Pankhania  
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