

Long Mead Community Primary School



Policy name	Home Learning Policy and Home School Agreement
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Date of renewal	September 2025
Senior member of staff with oversight	Headteacher

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### **School Statement**

Home learning is a very important part of a child's education and can add much to a child's development. It is 'an essential part of a good education'. We also see home

## *Home Learning / Homework Policy*

learning as an important way of establishing a successful partnership between the school and parents. One of the aims is for children to develop as independent learners and we believe that home learning is one of the main ways in which children can acquire skills of independent learning.

We also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe that they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside school.

### **Aims and Objectives**

The aims and objectives of home learning are:

- Developing an effective partnership between the school and parents and other carers in pursuing the aims of the school. This is also, of course, the purpose of the home/school agreement
- Consolidating and reinforcing skills and understanding particularly in literacy and numeracy
- Exploiting resources for learning, of all kinds, at home
- Extending school learning, for example, through additional reading
- Encouraging pupils as they get older, to develop confidence and self-discipline needed to study on their own, and preparing them for the requirements of Secondary school education and further learning / training

### **DfE recommended time allocations for home learning**

Years 1 and 2	1 hour per week concentrating on reading spellings and other literacy and numeracy work
Years 3 and 4	1.5 hours per week concentrating on literacy and numeracy, as for years 1 and 2, with occasional assignments in other subjects
Years 5 and 6	30 minutes per night, regular schedule with continued emphasis on literacy and numeracy, but also ranging widely over the curriculum

### **Long Mead Primary School**

At Long Mead, every class teacher will give a presentation and written synopsis to parents within a few weeks of the start of the academic year, to explain the work to be covered, what is expected from the children and the approach to home learning. This is an important part of the communication process, giving parents the opportunity to ask questions about any aspect of class activity. Termly class letters will then be sent home.

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Teachers may feel that this is an appropriate opportunity to offer advice or hints on how parents can help their children to learn spellings and tables.

Across the school we expect daily reading, spellings and times table practice. Each term the children will also be given a 'menu' of activities linked to their class topic. The children will be expected to complete 3-4 of these per term. Activities vary from creative, physical, research projects, writing activities and maths investigations. These activities are an opportunity for the children to deepen their knowledge of their topic and can be supported by parents/carers.

There will be an expectation that children in Year 5 and 6 will spend longer in home learning activities in preparation for Secondary school and may be given additional tasks. This should not exceed 30 minutes total per evening. We also encourage reading for enjoyment.

The use of the school library and computing suite can be used to support these homework tasks; either during homework club after school or with parents/carers during another time should they wish to use the facilities.

There may be times when some children will be asked to complete work begun in class, to ensure that they maintain optimum progress. Any child not completing work to the expectation of the teacher may be asked to finish their work at home or at a lunch time. Time spent on this should not exceed 30 minutes.

### **Pupils with additional needs**

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has additional needs, we endeavour to adapt any tasks set so that all children can contribute in a positive way.

### **The role of parents**

Parents have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents to encourage their children to complete home learning tasks that are set. We invite them to help their children as they feel necessary and provide them with a suitable environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, by discussing the work that their child is doing and by providing equipment such as: pencils, scissors, glue stick, ruler, crayons, book bag, paper.

Parents are expected to ensure that home learning is completed regularly. The teacher should be informed if there is a valid reason why home learning could not be completed. In Key Stage 1 and 2, teachers will contact parents if they have concerns about home learning.

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### Monitoring

Senior Leaders are responsible for monitoring the level of home learning set across the school and for checking the consistency with which it is set.

### Every Child a Reader

It is important that every child makes reading part of its daily routine. A minimum of 15 minutes of personal reading should be encouraged and supervised at home (where the pressures of other home learning assignments allow). This will make a significant difference to your child's performance at the school.

Like anything else, reading is a skill that becomes better with practice. The objective of Reading for Pleasure is to increase your child's sense of achievement, confidence and develop their vocabulary – but most of all, for pupils to learn to enjoy reading. We encourage pupils to challenge themselves with their choice of reading material. Pupils should try to read a range of fiction across genres with increasing levels of difficulty. Regularly Reading for Pleasure will have enormous benefits across a pupil's subject areas and is heavily linked to success in later life.

### Revisiting Learning

Pupils will be issued with subject specific Knowledge Mats which will also be available on the school website. These have been created to help our pupils learn a wide range of knowledge and vocabulary, which in turn will allow them to connect different ideas and apply higher order skills in their lessons.

Year 6: Electricity Knowledge Mat

Subject Specific Vocabulary	Electrical symbols	Sticky Knowledge about Electricity																					
<b>conductor</b> Some materials let electricity pass through them easily, these materials are known as electrical conductors.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #fff9c4;">Component</th> <th style="background-color: #fff9c4;">Symbol</th> <th style="background-color: #fff9c4;">Purpose</th> </tr> </thead> <tbody> <tr> <td>Cell/battery</td> <td></td> <td>Provides electrical energy</td> </tr> <tr> <td>Power source</td> <td></td> <td>Allows current to flow</td> </tr> <tr> <td>Wire</td> <td></td> <td>Carries electrical energy</td> </tr> <tr> <td>Resistor</td> <td></td> <td>Controls electrical energy</td> </tr> <tr> <td>Motor</td> <td></td> <td>Converts electrical energy into mechanical energy</td> </tr> <tr> <td>Diode</td> <td></td> <td>Allows current to flow in one direction</td> </tr> </tbody> </table>	Component	Symbol	Purpose	Cell/battery		Provides electrical energy	Power source		Allows current to flow	Wire		Carries electrical energy	Resistor		Controls electrical energy	Motor		Converts electrical energy into mechanical energy	Diode		Allows current to flow in one direction	<ul style="list-style-type: none"> <li>☐ Electricity travels at the speed of light. That's more than 300,000 miles per second!</li> <li>☐ Electricity comes from the power station, the wind, the sun, water and even an animal's poop.</li> <li>☐ Electricity is a type of energy that build up in one place (static), or flow from one place to another (current electricity).</li> <li>☐ Coal is the biggest source of energy for producing electricity. Coal is burned in furnaces that boil water and creates steam.</li> <li>☐ A popular way of generating electricity is through hydropower. This is a process where electricity is made by water which spins turbines attached to generators.</li> <li>☐ A bolt of lightning can measure up to 3,000,000 volts, and it lasts less than one second!</li> <li>☐ Electric fields work in a similar way to gravity. Whereas gravity always attracts, electric fields can either attract or repel.</li> </ul>
Component	Symbol	Purpose																					
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<b>insulator</b> Plastic, wood, glass and rubber are good electrical insulators.																							
<b>socket</b> A socket is a safe device to plug your electrical items into at home. Almost every room of home will have at least one socket.																							
<b>series circuits</b> A series circuit is one that has more than one resistor, but only only path through which the electricity (electrons) flows.																							
<b>cells</b> An electrical cell is a device that is used to generate electricity, or one that is used to make chemical reactions possible by applying electricity.																							
<b>volts</b> Voltage is an electrical potential difference. The difference in electric potential between two places.	<b>Important facts to know by the end of the electricity topic:</b> <ul style="list-style-type: none"> <li>• Know that the brightness of a bulb is associated with the voltage.</li> <li>• Compare and give reasons for variations in how components function.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> <li>• Construct simple series circuits.</li> <li>• Be able to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors.</li> </ul>																						
<b>generator</b> A machine that converts continuous power into electrical energy.																							
<b>turbine</b> A machine that creates continuous power in which a wheel, or something similar, moves round and round to fast moving water, steam, gas or air.																							
<b>fuses</b> These are safety devices. A fuse is a strip of wire that melts and breaks an electric circuit if it goes over a safe level.																							
<b>Thomas Edison</b> He was a great inventor that came up with a way of making the electric light bulb accessible for homes, industry and outside in the street.																							

### Home School Partnership Agreement

At Long Mead, we would like all students to be successful during their time with us. We will work hard to help ensure that students progress academically, socially and culturally. We never lose sight of the fact that learning does not start and end at the school gate. Learning is a partnership between the student, home and the school and we share responsibility with students and parents when we embark on this learning journey.

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<b>As a school we promise to...</b>	<b>As a student I promise to...</b>	<b>As parents or carers we promise to...</b>
<ul style="list-style-type: none"><li>✓ Create a meaningful curriculum to engage students and help them achieve.</li><li>✓ Prepare students effectively for examinations and their next step in education.</li><li>✓ Value students as individuals.</li><li>✓ Provide a safe and friendly environment.</li><li>✓ Inform parents and carers of the progress their child makes through reports and consultations.</li><li>✓ Work with families to address attendance or behavioural concerns.</li><li>✓ Communicate effectively and respectfully with parents and carers.</li></ul>	<ul style="list-style-type: none"><li>✓ Attend every lesson, every day and be on time.</li><li>✓ Be properly equipped for learning.</li><li>✓ Take learning seriously.</li><li>✓ Work hard at home and school and complete work of which I am proud.</li><li>✓ Submit work on time.</li><li>✓ Be a pro-active learner that seeks help when needed.</li><li>✓ Wear the school uniform correctly.</li><li>✓ Try my best to adhere to the school's Behavioural Policy.</li></ul>	<ul style="list-style-type: none"><li>✓ Ensure my child attends punctually every day.</li><li>✓ Try to provide suitable place for home learning.</li><li>✓ Liaise with teachers to support my children's learning.</li><li>✓ Attend consultations and read reports.</li><li>✓ Support the school's Behavioural Policy.</li><li>✓ Communicate effectively and respectfully with the school and its staff.</li><li>✓ Ensure my child has basic equipment for learning.</li><li>✓ Ensure my child is prepared for school, with adequate sleep and nutrition.</li></ul>