

Stanbridge Primary School

HOME LEARNING POLICY



Signed (Chair):	Name: Frances Lindsey-Clark	Date: 29/02/16
Signed (Headteacher):	Name: Miss F Bertham	Date: 29/02/16
Ratified: by Curriculum Committee	Next Review: Term 4 (18/19)	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Home Learning	Date:	29/02/16
EIA CARRIED OUT BY:	F Bertham	EIA APPROVED BY:	F Bertham

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender Reassignment (transgender)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

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'A good, well-managed homework programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Homework also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.'
(DfES Homework Guidance Document)

RATIONALE

The aim of this policy is to ensure a whole school consistent approach to homework and to make homework manageable for all concerned.

As the primary educators of their children, parents are encouraged to support and reinforce the shared expectations of school. Learning is a shared responsibility between children, parents and staff.

In primary school the purpose of homework changes as children get older. For younger children, developing a partnership with parents or carers, and involving them actively in children's learning, is the key purpose. As children get older, homework provides an opportunity for children to develop the skills of independent learning.

Purpose of Homework

- To develop an effective partnership between school, parents and other carers in order to help all children to achieve their potential, as stated in the school's aims;
- To provide an additional opportunity for parents to become involved in the academic development of their child;
- To consolidate and reinforce skills and understanding, particularly in literacy and numeracy;
- To exploit resources for learning, of all kinds, at home;
- To provide an enjoyable and purposeful supplement to class work;
- To extend school learning, for example through additional reading;
- To encourage pupils as they get older to develop the confidence and self-discipline needed to study independently.

Homework tasks may include:

- Reading at home with/to an adult (please use Home Learning Books);
- Practising and revising basic skills (spellings, tables);
- Research for particular topics, using a range of sources - own written work not internet printouts;
- Follow-up work (it is not recommended that children be set extended pieces of written literacy work as homework; such work is best done within school to ensure understanding and a high quality end product).

Suggested time allocations for homework:

- Years 1 and 2 = 1 hour/week
- Years 3 and 4 = 90 minutes/week
- Years 5 and 6 = 30 minutes/day

N.B. These are guidelines only and are not statutory.