



Homework Policy at The Vineyard

Updated and approved by the Head Teacher - September 2023

This policy outlines the expectations for homework across our school, detailing what each year group can expect. It has been designed to enable opportunities for pre-teaching (revisiting previously learnt objectives in preparation for new objectives) and consolidation (revision of newly learnt objectives).

THE RESEARCH

According to the **Education Endowment Foundation**:

- Studies in secondary schools show home learning has greater impact (+5 months progress) than in primary schools (+3 months progress).
- These positive effects are found for reading, mathematics and science.
- Studies involving digital technology typically have greater impact (+ 6 months progress).
- For homework to have a positive impact, it must be directly linked to prior learning that has happened in class.
- In addition to this, for homework to impact a child's progress, it must be carried out alongside an adult.

At The Vineyard, home learning activities vary between Reception, KS1 and KS2, including but not limited to home reading activities, more directed and focused recall activities (which are supported by digital platforms) and longer projects to support the 'knowing more, remembering more' approach of The Vineyard curriculum.

PURPOSE

This policy provides a framework to support children, parents and teachers with the implementation and management of home learning. There are many potential benefits of home learning in a primary school setting, when the home learning is closely linked to the curriculum being taught in class, digital platforms are made available to support fluency and it is carried out alongside an adult. This policy seeks to promote these benefits within a flexible, but consistent and clear framework. This policy aims to promote balance and curiosity in the lives of our children and to foster positive, lifelong learning and study habits.



RATIONALE

This policy has been informed by:

- Analysis of current academic research
- Reflection and input from all staff members and Governors about the effectiveness of previous home learning policies at our school and a survey from parents.

READING

Daily reading at home is an expectation of each child in each year level. This expectation will be established and reinforced by your child's class teacher. This minimum expectation may range from ten minutes (reading and/or being read to) for Reception children and up to 30 minutes of reading (reading and/or being read to) for Year 6 children with an adult.

Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
10 - 15	10 - 15	15 - 20	20 - 25	25 - 30	30+	30+

Daily home reading is the cornerstone and focus of our approach to home learning. **Reading is the most important home learning that we set and will have the greatest impact on your child's learning in all subjects. Research also shows that vocabulary acquisition and non-fiction reading has the greatest impact on a child's attainment across the curriculum.**

MATHEMATICS

All KS1 children will be provided with a subscription (username and password) to Numbots. This site is our recommended tool for parents to assist their children to hone and practise their fluency in subitising numbers, number bonds and adding and subtraction in mathematics. Year 2 will also receive the login details for Times Table Rock Stars (TTRS) to practise times tables.

In addition, we recommend that KS1 and LKS2 use the White Rose 1 minute maths app daily for 5 to 10 minutes to build up and/or retain their number fluency.

In KS2, children will be provided with a subscription (username and password) to TTRS. This site is our recommended tool for parents to assist their children's times tables knowledge.



LEARNING AT HOME

For maximum impact, parents are encouraged to assist their children with learning at home (see table below).

Home learning in EYFS	Home learning in KS1	Home learning in LKS2	Home learning in UKS2
Reading	Reading	Reading	Reading
Phonics practice	KIRFs practice (optional)	KIRFs practice (optional)	KIRFs practice (optional)
-	-	-	Maths January Year 5 - May half term in Year 6) 1 worksheet per week linked directly to recent prior learning
-	Weekly Spellings for a spelling test in line with spelling patterns taught in class - 10 words	Weekly Spellings for a spelling test in line with spelling patterns taught in class - 10 words	Weekly Spellings for a spelling test in line with spelling patterns taught in class - 10 words
-		Half termly, optional science and wider curriculum research project	Half termly, optional science and wider curriculum research project
Digital home learning to support fluency			
Numbots	Numbots	TTRS	TTRS
-	KIRFs practice: 1 minute maths White Rose	KIRFs practice: 1 minute maths White Rose	KIRFs practice: 1 minute maths White Rose
-	Spelling Shed	Spelling Shed	Spelling Shed

READING RECORD BOOKS

In KS1, each child will have received a reading record alongside a reading book that has been sent home. The reading record needs to be filled in each time a child reads with an adult at home and in school.

Things to notice and comment on (some suggestions):

- Your child's intonation
- Use of picture cues
- Your child's predictions of what might happen next
- Can your child recall the main events in the story so far?
- Who is their favourite character and why?
- What main facts have they derived from the book?
- What new information have they discovered?
- Their approach to a word they find challenging
- Are there any words they found particularly difficult – can you write these down together to practise reading at home?



In KS1, children will be sent home with a RWI phonics book, a scheme book (stars/planets/galaxy/moon) and also a library book (after their weekly library visit). Please ensure all these books are in their bag each day.

OTHER HOME LEARNING

Optional half termly project (no more than one side of A4 to A3 in size) specifically linked to a curriculum area. Completed with parent input but created independently by the child. Sent out in the first week of each term and collected in the second to last week of the half term. There will be a gallery walk/share with your talk partner to then go home again. Reminders will go out each half term.

Please see example grid below:

Year 4

Autumn 1 Geography Create a slideshow about a biome of your choice. What fun facts can you find?	Spring 1 Computing Create an e-safety poster or advertisement showing how to be safe online. What are the dos and don'ts?	Summer 1 Science Explore your local park and draw pictures of all the positive and negative human impacts. How has it impacted the biodiversity?
Autumn 2 History Design and make a model of your own Roman Villa. How many rooms might you need?	Spring 2 RE Create a storyboard of the Christian Easter story	Summer 2 Art Use shading to draw a landscape of your choice in your local area



PRINCIPLES AND PRACTICES

The home learning program at The Vineyard Primary School requires the participation and support of children, parents and teachers. The following principles and practices outline the roles and responsibilities of all parties.

Children are expected to:

- Read every every day at home as outlined by the timetable above
- Use the numbots, 1-minute maths and/or TTRS website to practise number fluency in mathematics
- Consider optional homework when issued
- Discuss any problems with home learning tasks with the relevant teacher

Parents are expected to:

- Support their children to read at home every night, as outlined by the timetable above
- Support their children to use the digital platforms when applicable to their child/ren (numbots, spelling shed, 1-minute maths and TTRS website)
- Discuss any questions with the class teacher
- Consider optional homework when issued
- Provide an appropriate home learning environment to carry out assigned task (e.g. quiet space without distraction)
- Support the implementation of an individual support plan (where appropriate)
- Display an interest in their children's schooling and the progress they are making
- Contact the relevant teacher to discuss any problems their children are having with any learning tasks
- Contact the relevant teacher if choosing to opt out

Teachers are expected to:

- Establish and maintain high expectations for home reading within their class at their year level and provide direction by monitoring the book(s) each child is currently reading
- Support the administration of accessing the website by allocating students to the appropriate level of difficulty and responding to parent concerns in this area
- Set varied, challenging and meaningful learning goals that may include work at home for children requiring an individual support plan
- Set varied, challenging and meaningful occasional tasks (e.g. prepare a talk about the book you have been reading) for the whole class (e.g. soapbox in KS2, wider curriculum research project)
- Set varied, challenging and meaningful optional tasks
- Outline expectations of how the home learning is going to be used in class, reflected upon and/or assessed
- Discuss concerns about home learning with children and, when necessary, with parents

Please see the following links to the most recent research on the impact of home learning in primary school here:



What Makes Home Learning Effective?

Cathy Vatterott (2010) identified five fundamental characteristics of good homework: purpose, efficiency, ownership, competence, and aesthetic appeal.

1. **Purpose:** all homework assignments are meaningful & students must also understand the purpose of the assignment and why it is important in the context of their academic experience (Xu, 2011).
2. **Efficiency:** homework should not take an inordinate amount of time and should require some hard thinking.
3. **Ownership:** students who feel connected to the content and assignment learn more and are more motivated. Providing students with choice in their assignments is one way to create ownership.
4. **Competence:** students should feel competent in completing homework. In order to achieve this, it's beneficial to abandon the one-size-fits-all model. Homework that students can't do without help is not good homework.
5. **Inspiring:** A well-considered & clearly designed resource and task impacts positively upon student motivation.