

Home Work Policy & COVID'19 Home Learning



Governor Committee Responsible:	C & S	Staff Lead	Mr. G. Mills
Status	Non - Statutory	Review Cycle	Annual
Last Review	September 2020	Next Review Date	September 2021

Designation	Name	Date	Signature
Chair of C S	Mrs S. Hulbert		
Chair of Governors	Mr. R. Ellis		
Head Teacher	Mr. G. Mills		

1. Home Work

At Swindon Village Primary School, we recognise the vital role parents play in their children's learning. We strongly believe in the value of a home-school partnership, of which our Home Work Policy is an important element.

However, it is important that Home Work does not become a source of confrontation or friction between parents and children. Home Work is most successful when parents take a genuine interest, are supportive and organise the home environment so that effective Home Work can take place. (e.g. no distractions such as the television!)

At Swindon Village Primary School, we believe in the importance of children developing core skills and our Home Work Policy reflects this. Whilst Home Work is important it should not be at the detriment of other activities that children may wish to participate in such as Brownies, Cubs, sports activities and independent play.

2. What is Home Work?

At Swindon Village Primary School, Home Work refers to any activities which children are asked to do outside lesson time, either on their own or with parents/carers.

3. Aims of our Home Work policy

Through our Policy we aim to:

- provide opportunities for parents/carers, children and school to work in partnership
- encourage a positive attitude to work
- consolidate and extend core skills
- improve the recall of basic core skills offered to the children
- ensure consistency of approach throughout the school
- ensure parents/carers have a clear understanding of our expectations in relation to the children's learning
- ensure progression towards independence and individual responsibility

4. Expectations

Teachers will:

- be consistent in their implementation of the Policy,
- set the agreed Home Work on a regular basis,
- respond to set Home Work appropriately.
- ensure that children know exactly what is expected of them,

Children will:

- be given guidance on how to do the Home Work,
- be expected to do their Home Work when asked,
- take an active role in their own learning,
- become independent and take responsibility for their work,
- make effective use of time,
- evaluate their work.

We would like Parents to:

- provide their child with a quiet place for doing Home Work,
- set aside time for their child to do Home Work,

- be interested in their child's Home Work,
- encourage their child to use whatever resources are available to them, including visits to libraries...etc.,
- monitor Home Work.

5. Guidelines for Home Work

The following guidelines outline the day-to-day implementation of our Home Work Policy.

English and Maths

- Children will be given English and Maths homework each week.
- Homework will relate to the work and the age and stage of the child.
- As always, we encourage parents/carers to help their children

Reading at home

- We encourage the children to read every night at home (see appendix 1 for minimum expectations in phases). In most cases, this will be the child reading to an adult on a one-to-one basis but, for variety, reading sessions can include listening to taped stories and listening to stories read by parents/carers using a variety of fiction and non-fiction texts. Electronic texts i.e. official regulated websites and eBooks can also be used.
- It is still vital for those children who can read to discuss the text with parents/carers in order to extend their understanding. **Children who read regularly to an adult make more progress than those who do not.**
- Our Record Books offer parents a two-way communication on children's reading progress.

Spellings at home

- The children are required to access their spelling homework at least 3 times a week (Monday – Monday)

Additional Maths at home

- The children are required to access their maths homework at least 3 times a week (Monday – Monday)

If parents wish their children to do extra Home Work in addition to that set by the school, there are a number of websites and other resources available. Class teachers are able to advise if necessary.

6. Time Allocations for Home Work

Homework should aid learning in school. This Policy reflects this and the activities set by the teachers are there to aid the child's learning. Although time allocations are no longer statutory we adopt the principle of 'little and often' to help your child with their learning in class.

We aim for all children to meet the requirements as laid out in Appendix 1, however if your child is struggling with these then you should meet with your class teacher in the first instance, followed by your child's Phase Leader.

This policy is reviewed annually by the Leadership Team in conjunction with the Curriculum & Standards' Committee and Staff.

Signed..... (Head Teacher)

Signed..... (Chair of Curriculum & Standards’ Committee)

Date

APPENDIX 1

Year	What are the minimum expectations in order for children to be fluent readers, numerate and literate
Reception	Reading: Preferably every day, however x3 days a week as a minimum expectation. Spelling/Phonics: Reinforcement of phonics sounds – Daily revision of sounds + weekly phonics booklet Maths: Doodle Maths after Christmas - Preferably every day, however x3 days a week as a minimum expectation.
Year 1 ***	Reading: Preferably every day, however x3 days a week as a minimum expectation in order for your child to continue to progress. Phonics: Reinforcement of phonics sounds Maths: Doodle Maths: Preferably every day, however x3 days a week as a minimum expectation.
Year 2 ***	Reading: Preferably every day, however x3 days a week as a minimum expectation in order for your child to continue to progress. Spelling: Doodle Spell: Preferably every day, however x3 days a week as a minimum expectation in order for child to continue to progress. Maths: Doodle Maths: Preferably every day, however x3 days a week as a minimum expectation.
Year 3	Reading: Preferably every day, however x3 days a week as a minimum expectation in order for your child to continue to progress. Spelling: Doodle Spell: Preferably every day, however x3 days a week as a minimum expectation in order for child to continue to progress. Evidence will be looked for on the Doodle App or ticked on Class Charts as complete Maths: Doodle Maths: Preferably every day, however x3 days a week as a minimum expectation. xTable Rockstars Preferably every day, however x3 days a week as a minimum expectation.
Year 4 ***	Reading: Preferably every day, however x3 days a week as a minimum expectation in order for your child to continue to progress. Spelling: Doodle Spell: Preferably every day, however x3 days a week as a minimum expectation in order for child to continue to progress. Evidence will be looked for on the Doodle App or ticked on Class Charts as complete Maths: Doodle Maths: Preferably every day, however x3 days a week as a minimum expectation. xTable Rockstars Preferably every day, however x3 days a week as a minimum expectation.
Year 5	Reading: Preferably every day, however x3 days a week as a minimum expectation in order for your child to continue to progress. Spelling: Doodle Spell: Preferably every day, however x3 days a week as a minimum expectation in order for child to continue to progress. Evidence will be looked for on the Doodle App or ticked on Class Charts as complete Maths: Doodle Maths: Preferably every day, however x3 days a week as a minimum expectation. xTable Rockstars Preferably every day, however x3 days a week as a minimum expectation.
Year 6 ***	Reading: Preferably every day, however x3 days a week as a minimum expectation in order for your child to continue to progress. Spelling: Doodle Spell: Preferably every day, however x3 days a week as a minimum expectation in order for child to continue to progress. Evidence will be looked for on the Doodle App or ticked on Class Charts as complete Maths: Doodle Maths: Preferably every day, however x3 days a week as a minimum expectation. xTable Rockstars Preferably every day, however x3 days a week as a minimum expectation.

*** These Year Groups will complete national testing during the year and therefore may receive additional and/or slightly different home work from time.

Appendix 2 – COVID'19 Home Learning summary...please see COVID Home Learning Policy for full details.

As a school we recognise that there will be times when your child will be off school due to a COVID'19 reason. Below are 5 scenarios with an explanation on what your child should do to continue their learning at home.

Scenario 1: Child x is clinically extremely vulnerable and/or has been advised not to attend school. For this scenario the child should use the Government's recommended online learning platform: [Oak National Academy's daily schedule](#) - It is important to access the appropriate year group and therefore a discussion with your class teacher may be required. All work should be recorded in their **Learning From Home** book. On a fortnightly basis child x's teacher will briefly phone the parents for a 'learning conversation check-in' and to make sure the daily schedules are being followed. This learning conversation will be recorded and kept within school.

Scenario 2: Child x has been displaying symptoms and is awaiting test results *but between awaiting results and coming back is now feeling 'normal and is well enough to complete tasks'*. For this scenario child x should use the Government's recommended online learning platform:- [Oak National Academy's daily schedule](#) - It is important to access the appropriate year group and therefore a discussion with your class teacher may be required. All work should be recorded in their **Learning From Home** book. On return, your child will spend, either a period of time 1:1 or in a small group, discussing their work from their Learning From Home Book. This learning conversation will be recorded and kept in the child's home learning book and emailed to the class teacher (see appendix 1)

Scenario 3: Someone in the household is displaying symptoms which therefore means the whole household should self-isolate but child x is fit and healthy. For this scenario child x should use the Government's recommended online learning platform:- [Oak National Academy's daily schedule](#) - It is important to access the appropriate year group and therefore a discussion with your class teacher may be required. All work should be recorded in their **Learning From Home** book. On return, your child will spend, either a period of time 1:1 or in a small group, discussing their work from their Learning From Home Book. This learning conversation will be recorded and kept in the child's home learning book and emailed to the class teacher (see appendix 1)

Scenario 4: There is a confirmed case of COVID'19 **by a child** which means your child's bubble will be closed for a period of time. For this scenario your child will access The **SVPS Daily Schedule** through [Class Charts](#) homework section. All work should be recorded in their **Learning From Home** book. On return, your child will spend, either a period of time 1:1 or in a small group, discussing their work from their Learning From Home Book. This learning conversation will be recorded and kept in the child's home learning book and emailed to the class teacher (see appendix 1)

Scenario 5: There is a confirmed case of COVID'19 **by your child's Teacher** which means your child's bubble will be closed for a period of time. For this scenario child x should use the Government's recommended online learning platform:- [Oak National Academy's daily schedule](#) - It is important to access the appropriate year group and therefore a discussion with your class teacher may be required. All work should be recorded in their **Learning From Home** book. On return, your child will spend, either a period of time 1:1 or in a small group, discussing their work from their Learning From Home Book. This learning conversation will be recorded and kept in the child's home learning book and emailed to the class teacher (see appendix 1)

Appendix 3 – Catch Up & Keep Up Programme

In the event of any local/national lockdown or where the school recognises there is 'catch-up work' needed the children will be set Home Learning Tasks. These Home Learning Tasks will be recorded in their Home Learning Books.