



# Homework and Beyond the Bell Learning Policy

Policy Name:	Homework and Beyond the Bell Learning
Approved Date:	September 2023
Review Date:	September 2025

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# Homework and Beyond the Bell Policy

## Rationale

At Manor Primary School we are committed to building strong home/school links. We know that education is most effective where there is a positive partnership between home and school. We hope that learning at home will increase a child's enjoyment of learning and his/her understanding. We know that it is crucial that we offer support to parents so that there is a better understanding of how learning can be further extended at home. Our focus on home-school relationships allows for a broader view of how the connections and interactions between children's experiences at home and at school contribute to a wider picture of their learning. It also provides space to focus on children's roles and experiences in connecting these overlapping spheres of their lives, rather than seeing them simply as the product of their parents' and teachers' educational efforts.

## Aims of the policy:

Through implementation of this policy, we aim to:

- Extend and develop the learning done in school to those hours the children spend out of school.
- Ensure a consistent approach throughout the school
- To encourage children to develop the confidence, independence, self-discipline and motivation needed to study on their own and prepare them for the next phase of education
- To make set home learning relevant and meaningful for the child linked to work done at school
- Make expectations about home learning clear to children, parents and other carers
- Provide opportunities for parents and children to work together, thereby, fostering an effective partnership between home and school

## Why do we value Beyond the Bell Learning?

Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. By valuing home-school learning, children are afforded the chance to practice skills, consolidate understanding of work covered in the classroom and to widen their own interests. Moreover, developing good study habits provides an opportunity for pupils to develop self-discipline, independence and the ability to take responsibility for their own learning.

## Principles:

- The amount and complexity of learning opportunities is tailored according to the child's age and ability.
- Sufficient time is allowed for the completion of learning opportunities to allow for a healthy home/school work balance.
- As the children progress through the school so the amount of learning opportunities increases.
- Teachers ensure that the learning opportunities are differentiated, purposeful and aimed at developing and consolidating basic skills.
- Teachers provide parents and pupils with clear learning objectives and motivational instructions for learning opportunities to guide both children and adults.

- High expectations for presentation and participation are in place to ensure that children maintain a similar high standard of learning at home as in school.
- Learning opportunities should be linked to previous learning and key skills and must be meaningful and relevant
- Parents will be informed about our aims in setting Beyond the Bell learning and about the importance this type of work plays in children's education

### Our Expectations:

Beyond the Bell learning will be provided to our children across the week via their virtual classrooms. Learning opportunities will be linked to the children's learning for the week and a context will be provided to make the learning intentions clear to parents/carers via the "post" section of their classroom. The learning opportunities will be differentiated and matched to the abilities of the children in the class/year group.

As a school we encourage all children to have a go at their Beyond the Bell learning and complete the learning opportunities set.

### How is Home Learning set?

All Beyond the Bell instructions will be posted on the children's virtual classroom.

- All teachers will set Beyond the Bell learning opportunities on a **Monday, Wednesday and Thursday** for children to access should they choose to do so, and written Homework will be set on a **Tuesday** using their Homework Books and will be returned on **Friday**. Staff will monitor homework on a weekly basis.
- Homework will be linked to the children's learning for the week and a context will be provided to make the learning intentions clear to parents/carers. The learning opportunities will be differentiated and matched to the abilities of the children in the class/year group.
- **All children** will be expected to have a go at their homework and complete the learning opportunities set. The children have the opportunity to stay to Homework Club after school on a **Tuesday for KSI** and a **Wednesday for KS2**, where staff will support children in the completion of their learning opportunities.
- Recording of reading books to be done in reading records that are kept with a child's reading book. A letter outlining homework will be struck in homework books on a weekly basis
- If a child persistently does not complete their homework, their teacher may contact the parents and ask to speak to them in order for school and home to work in partnership for the benefit of their child.

### How Parents/Carers can support their child with Homework:

Parents/Carers can support homework by:

- providing a suitable place in which your child can do their homework, preferably with an adult to discuss, encourage and support.
- making it clear to your child that you value homework and support the school in explaining how it can help learning.
- encouraging your child and praising them when they have completed work set.
- ensuring work is complete and returned to school on time.
- checking your child spends a suitable amount of time on homework.

## Guidelines For Homework:

**Nursery:** Regular Parent/ Carer and child learning opportunities sent home for children to share with an adult at home to reinforce and extend learning that has taken place in the nursery setting.

**Reception:** Reading 10 mins (approx) each day  
Handwriting practice  
Mathematics, Writing and Knowledge and Understanding of the world learning opportunities to reinforce teaching objectives in the form of creative projects, questions to answer and independent learning to be recorded in books

**Keystage 1:** **1 Hour Each Week**  
Reading 15 mins (approx) each day, discussing reading books and keeping reading diary  
Handwriting practice  
Weekly spellings  
English, Mathematics and Cross curricular learning opportunities weekly.  
My Maths and TT Rockstars (Online Portals will support this)

**Lower Keystage 2:** **1.5 hours each week**  
Reading 15 mins (approx) each day and keeping reading diary  
English, Maths and Cross curricular learning opportunities weekly  
My Maths (Online Portal will support this)  
Weekly Spellings & Times Tables. TT Rockstars (Online Portal will support this)

**Upper Keystage 2:** **2 hours each week**  
Reading (At least 15 mins each day.) and book reviews  
English, Maths and Cross curricular learning opportunities weekly.  
My Maths (Online Portal will support this)  
Weekly Spellings & Times Tables. TT Rockstars (Online Portal will support this)

## Impact:

At Manor Primary School, through our Homework Policy we are enabling children to gain the knowledge, skills and understanding they need for their future.

All written homework to be marked in line with school's marking policy.

**Review:**

This policy will be reviewed annually by staff and CEO



Exceptionality

Collaboration

Integrity

Respect