

## Home Learning Policy



As agreed by the Governing Body Summer Term 2011

To be reviewed during Summer Term 2013

### What is home-learning?

Home-learning refers to any task which pupils are asked to do, by their teachers, outside lesson time.

The purpose of home-learning is to:

- Engage parents in their child's learning and to develop an effective partnership between the school and parents
- Consolidate and reinforce skills and understanding including improving attitudes to learning
- Exploit resources for learning of all kinds at home and elsewhere
- Extend school learning e.g. through additional reading and practice of key skills
- Encourage pupils, as they get older, to develop the confidence and self-discipline needed to study with increasing independence, and prepare them for the study skills needed in secondary school
- Share with parents on a week by week basis, what children have been learning in school
- Consolidate basic skills and knowledge (e.g. reading, spelling / phonic, multiplication tables)

### How much time should be spent on home-learning?

Home-learning is set regularly and the amount increases as the child gets older. The policy has been designed to allow flexibility. It takes into account family situations and other musical, sporting, artistic and club activities in which children are involved.

As a guide, home-learning (including reading) should take the following amounts of time (government recommendations):

- Year R 5-10 minutes a night, when possible
- Year 1 1 hour spread over the week
- Year 2 1 hour spread over the week
- Year 3 1 ½ hours spread over the week
- Year 4 1 ½ hours spread over the week
- Year 5 2 ½ hours spread over the week
- Year 6 2 ½ hours spread over the week

Parents are notified at the beginning of each term how the home-learning will be organised, e.g. termly pack, activities set on specific days, return day for completed home-learning tasks.

As a school we encourage parents to spend time reading *to and with* their children in addition to the time spent on home-learning.

## What to expect

- Pupils are expected to complete their home-learning.
- Home-learning will be planned as part of the overall planning for the class (short term and medium term)
- Home-learning will be differentiated, taking into account the range of pupil capabilities, in order to provide an equal and appropriate challenge for individuals.
- Generally, home-learning will not include finishing off uncompleted tasks.
- Home-learning will be clearly explained to the children or a written explanation for parents will accompany the home-learning.
- For children with special educational needs or Gifted and Talented, extra home-learning may be set more regularly. This may replace or be in addition to other home-learning, this will be discussed with parents / guardians prior to the home-learning being set.
- If a child is going to be set extra home-learning to help with an area of difficulty or strength, parents must be consulted and willing to support this. Parents who request extra home-learning for their child will be given advice and / or extra home-learning at the discretion of the teacher.
- Home-learning must not be dependent upon the use of a home computer and will not be set as an I.C.T. project. (We can not assume access to software or materials)
- When the learning platform is used for homelearning tasks paper options will also be available for those without access

Home-learning projects over school holiday periods must include at least one week either side of the holiday period; completing home-learning during termly holiday periods is not compulsory and this must be stressed in covering letters (also detail time expectations). With the exception of Autumn term home-learning projects will not be set over half term breaks. There will be three whole school home-learning projects each year (Autumn half term, Easter and Summer breaks).

Key Stage One home-learning is shared with parents and is generally not returned to school, although parental comments are encouraged via School Reading Diary, when it is returned prompt feedback will be given. This contains Literacy, Numeracy and another task. Additionally, Key Stage One pupils complete a handwriting home-learning activity each week. Year 1 and 2 also complete 3 prior learning projects / tasks per year.

Key Stage Two children will get prompt, written or verbal feedback on their learning from their class teacher, to show what and how to improve. Home-learning will be set at an agreed day prior to completion to allow parents and pupils opportunities to raise any queries e.g. set on Wednesday / Thursday for return following Monday. Late home-learning (other than for absence) does not require marking.

## Suggested activities for home-learning

### Reception:

Learning key words for reading  
Reading at home with parents / adult support  
Practicing words for class worship / special occasions  
Bringing in items for topic work

### Year 1

Reading at home with parent / adult support  
Practicing words for class worship / special occasions  
Bringing in items for topic work  
Working on special projects e.g. science / reading / mathematics  
Learning number bonds  
Handwriting

## **Year 2**

Reading at home with parent / adult support  
Practicing words for class worship / special occasions  
Times tables  
Finding information relevant to a topic  
Literacy and Numeracy Termly packs, based on problem solving  
Handwriting

## **Years 3, 4, 5 and 6**

Reading – daily  
Multiplication tables – weekly  
Practicing words for class worship / special occasions  
Researching own projects to support school work  
Extra work as requested by the teacher

## **Parents as partners**

- Parents are partners with school in the child's learning experiences. Parents are encouraged to let the child's teacher know if home-learning has not been completed for any reason, or if home-learning is too difficult or too easy. The best way to do this is to comment on the home-learning or in the home-school diary.
- Guidance will be given to parents as to how best to help their children with their home-learning, in the form of instructions on the home-learning sheet or home-learning book. Parents are encouraged to take an interest in their children's home-learning and learning in general, to discuss it with them and to give them help when necessary, but not to do it for them.
- Parents will be invited to workshops e.g. on practical maths and literacy activities to give them a clearer understanding of how they can support the work done at school.
- Parents will be given progression booklets for Numeracy; these will explain the strategies taught at different points throughout their child's time at St. Michael's C.E. These are available on school website and learning platform.
- Foundation Stage (Year R) and Key Stage 1 (Years 1-2) children have a reading home-school diary in which parents and teachers can make comments both about reading home-learning and other tasks. Parents are encouraged to make comments and will be replied to in an appropriate way.
- Key Stage 2 (Years 3-6) children have home-learning books and parents are welcome to comment directly on the child's work or to the class teacher. Parents will have the opportunity to inform the class teacher of how long the home-learning has taken to complete. Children will also have the opportunity to comment.
- Children are encouraged to use a home-learning bag to protect their home-learning.

- Children without computers at home may have the opportunity to use school computers after school or at lunchtime, at the discretion of the class teacher.
- **Home-learning should be enjoyable!** Sometimes, however, children should be encouraged to reflect on the benefits of sustained learning. Parents should praise children for good effort. Parents are encouraged to let the teacher know if their child has tried particularly hard on a piece of home-learning.
- It is *not* the teacher's responsibility to provide home-learning for children who are taken out of school to go on holiday during term time. Neither is it their responsibility to provide activities for private tutors.
- Home-learning will not be set as a 'catch up' for periods of absence due to ill health. However, under certain circumstances this may be negotiated with the class teacher.

### **Monitoring the effectiveness of the policy**

Home-learning will be monitored by senior staff and School Council bi-annually to feed into the next update. Parental and pupil feedback will be sought at intervals by Deputy Headteacher alongside members of Curriculum Committee.

### **Safeguarding**

All safeguarding procedures will be carried out in line with agreed school Safeguarding policy and E-Safety Policy. Any concerns will be reported to the Headteacher, or Deputy when Headteacher is unavailable, immediately and then followed up in writing as soon as possible.

Websites may be used for home-learning, however if they are then guidelines from the school E-Safety Policy will be referred to and followed. Pupils will be made aware of Internet Safety rules and guidance.

### **Equal Opportunities**

All pupils in the school, regardless of ethnicity, religion, gender or special needs, are ensured an entitlement to a broad, rich and balanced curriculum.

### **Inclusion**

We aim to meet the needs of individual pupils in school, whether the pupils are designated as having special educational needs or are gifted and talented. All pupils are entitled to access homelearning at a level appropriate to their individual needs. Gifted and talented pupils need to be challenged with open ended tasks which provide opportunities to tackle more complex homelearning.