

Highwood Primary School



**Home Learning Policy
November 2012**

Philosophy

We believe that home learning not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning. It should support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents and carers as co-educators of their children.

Aims of the policy

- To develop an effective partnership between the school and parents and carers
- To encourage all children to enjoy exploring and sharing activities from school with their parents/carers and wider family
- To provide opportunities for parents/carers to share and praise their child's achievements and progress
- To ensure progression towards independence and individual responsibility
- To provide opportunities for parents/carers and pupils to enjoy learning experiences together
- To consolidate and reinforce knowledge, skills and understanding, particularly in English and Mathematics
- To exploit all resources for learning including those found at home
- To encourage pupils to develop the confidence and self-discipline required for individual study
- To prepare children for the demands of secondary school.

Roles and responsibilities

The Headteacher will ensure that home learning is:

- an integral part of the curriculum and is planned and prepared alongside all other programmes of learning
- appropriate to the age, ability and circumstances of the pupils, taking into account special educational needs
- coordinated in order to be manageable for children on a daily, weekly and half termly basis.

Teachers will ensure that:

- pupils and parents/carers are given a timetable of tasks at the start of each half term. This will include the day the work will be set and the deadlines for completion
- tasks are set and marked
- pupils understand the learning purpose of the tasks
- pupils are clear how their tasks consolidate and extend the work they are doing in school
- they inform parents/carers if a pattern of avoidance develops or there appears to be any other issues relating to home learning.
- success is celebrated, tasks are marked and feedback given on a regular basis.

Pupils will be required to:

- demonstrate a commitment to spending an appropriate amount of time completing the tasks set
- present their work in line with presentation guidelines
- return their work on time.

Parents/Carers will:

- make it clear to their child that they value home learning and are willing to support the school with their approach, providing encouragement and praise to the child.
- encourage the children to look after their Home Learning books and take a pride in their work.
- monitor home learning and inform their child's teacher if an issue arises

- support their child to plan their time and meet deadlines.
- give teachers any useful feedback which may include:
 - notes in Reading Records
 - notes attached to Home Learning books
 - verbal feedback

Following e-safety guidelines, we ask parents/carers to ensure they monitor their child's use of internet sites.

Special Educational Needs

Our expectations apply equally to children with recognised special educational needs. However, the children will receive differentiated tasks according to their needs, and reasonable adjustments will be made to support and include them. In this way we hope to promote success and learning for all.

Content and expectations

The main focus of home learning will be to develop, practise and consolidate key knowledge, skills and understanding in English and Maths through a range of cross curricular tasks. Home Learning Grids for each half term will provide a choice of activities to apply learning and promote independent choice. Home learning will be a combination of formal exercises to support progress in spelling, phonics, number and calculation; but will also include activities to be completed in collaboration with or supported by family members. This might include reading, research or teaching another member of the family something they have learnt. "Talk Tasks", will also be set for the children to complete at home and time will be allocated for them to feedback their ideas during lessons. Learning of key words, spelling and calculation facts may also be sent home for children to practise.

Home Learning grids:

Home learning grids provide a set of tasks linked to the current learning themes in class. The grids are designed to allow children to plan and organise their tasks over a half term. The children can choose the order in which they complete their tasks and will be expected to do this with increasing independence across the year. Some of the tasks are designed to be quick and easy. Others may take several sessions to complete. As well as allowing organisation skills to be developed, and empower the children to take ownership of their learning, the grids are designed to give busy families some flexibility. Typically, a home learning grid will contain 9 tasks to select from, and children are expected to complete at least one per week during any half term.

Year group suggested time allocation (average per week)

Reception (Foundation Stage) half an hour across the week

Key Stage 1 – Years 1 and 2 - one hour across the week

Key Stage 2 – Years 3 and 4 - one and a half hours per week

Key Stage 2 – Years 5 and 6 - two hours per week

Occasionally children may be asked to finish work at home, but this will not form the core part of homework.

Examples of Home Learning activities

EYFS:

Core learning:

- Daily reading and sharing stories

Home Learning grids:

- Sharing nursery rhymes, poems, riddles and songs
- Counting and number rhymes
- Finding and bringing in theme related objects

Years 1 and 2

Core learning:

- Daily reading and sharing stories
- Key word spelling practice
- Maths practice (counting, number bonds, multiplication tables),

Home Learning grids:

- Sharing nursery rhymes, poems, riddles and songs
- practical maths games
- Handwriting and spelling tasks
- Cross curricular practical activities related to class topics

Years 3 and 4

Core learning:

- Daily reading and sharing books
- Handwriting, creative writing or spelling tasks
- Multiplication tables

Home learning grids:

- Cross curricular practical activities related to class topics

Years 5 and 6

Core learning:

- Daily reading and sharing books
- English or Mathematics weekly activity
- Handwriting, creative writing and/or spelling tasks
- Multiplication tables

Home learning grids:

- Cross curricular practical activities related to class topics.

In addition:

- Work to be completed from class as required

Arrangements for monitoring and evaluation:

The leadership team will monitor home learning provision by checking planning, pupils' work and Reading Records, in addition to sampling the quality of resources sent home. On an annual basis, a sample of parents and carers and pupils will be surveyed for

their views on the effectiveness of the current practice, and the leadership team and governors will review the effectiveness of this policy.

Policy Review

This policy is draft at present and will be reviewed termly during 2012/13 until the final policy has been approved after a 12 month trial period.

The initial draft policy was first introduced to staff, parents and governors in Autumn 2012.