

Highwood Primary School



Promoting Resilience - Achieving Potential

Home Learning Policy

Approved by: School Development Committee

Prepared: September 2023

Next review due by: September 2024

This policy has been impact assessed against protected characteristics (race, gender, and disability) and no adverse impact has been identified.

Philosophy and Principles

We believe that home learning not only reinforces classroom learning, it also helps pupils 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.

- Pupils should be praised and recognised for efforts in home learning and their achievements celebrated by staff and their peers.
- Core learning activities form the basis of the expectations for home learning.
- The Home Learning Grid provides a choice of stimulating activities to widen learning and put it into a wider context.
- Pupils who do not complete home learning should not be sanctioned or brought to attention.
- Staff will offer support in school for those who do not complete core learning activities.

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 in Year 5 and Year 6 for the demands of secondary school.

Roles and responsibilities

The Senior Leadership Team 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 suggested tasks in the form of a '**Home Learning Grid**' at the start of each half term
- pupils are encouraged to choose their own task linked to learning in the classroom up to 3 times each half term
- pupils understand the learning purpose of the tasks
- pupils are clear how their tasks consolidate and extend the work they are doing in school
- success is celebrated, tasks are marked, and feedback given on a regular basis.

Pupils will be encouraged to:

- produce learning that is high quality and demonstrates their commitment to learning
- present their work in line with presentation guidelines

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 Journals and take a pride in their work
- give teachers any useful feedback which may include notes in Reading Records, notes attached to Home Learning Journals or verbal feedback

E-safety: we ask parents/carers to ensure they monitor their child’s use of internet sites and we encourage the use of the children’s search engine ‘**Kiddle**’ when researching topics without adult supervision.

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.

Occasionally children may be asked to finish work at home, but this will not form part of their home learning.

Timing

Pupils are not expected to spend more than 20 minutes on Daily Home Learning activities each session. Activities from the Home learning Grid are more open ended; parents and carers are asked to assist their children in determining how long to spend on a particular task.

Daily Home Learning

In order for pupils to make good progress Daily home learning tasks will be given. These tasks will ensure that your child is able to gain the most out of their learning at school.

Daily Home Learning	
Early Years Nursery, Reception Ash and Oak	<ul style="list-style-type: none"> • Daily reading and sharing stories.
Key Stage One Year One Elm and Pine Year Two Beech and Birch	<ul style="list-style-type: none"> • Daily reading and sharing stories.
Lower Key Stage Two Year Three Maple and Cedar Year Four Hazel and Hawthorn	<ul style="list-style-type: none"> • Daily reading and sharing stories. • Spelling Shed activities online • Times Tables Rock stars online: Multiplication tables (learn x2, x5, x10, x 3, x4, x8 by the end of Year 3). • Times Tables Rock stars online: Multiplication tables (learn up to x12 by the end of Year 4).
Upper Key Stage Two Year Five Poplar and Willow Year Six Chestnut and Sycamore	<ul style="list-style-type: none"> • Regular reading and sharing books • Spelling Shed activities online • Times Tables Rock stars online (revise all times tables). • Y6: Preparation for SATS • Y6: Preparation for secondary school – Mathematics/SPAG (Spelling, Punctuation and Grammar) and comprehension tasks in Spring and Summer Term

Home Learning Grids:

- The main focus of the Home Learning Grid will be to develop, practise and consolidate key knowledge, skills and understanding in English and mathematics through a range of cross curricular tasks. There will be a combination of formal exercises to support progress in spelling, phonics, number, and calculation; but the grid 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.
- Home Learning Grids provide a set of tasks linked to the current learning in class. The grids are designed to allow pupils to plan and organise their tasks over a half term. The pupils 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 (KS1 & KS2) and pupils are encouraged to complete at least one per week during any half term. Pupils are also encouraged to complete tasks of their own choosing that are linked to learning in class.

Marking and feedback for Home Learning:

Home Learning will be responded to with a praise comment. Evidence of exceptional effort will be praised with a positive comment and the child will be rewarded with a Class Dojo point.

Arrangements for monitoring and evaluation:

The leadership team will monitor the Home Learning Grids each half term prior to their being sent home. Parents will be asked for their views on the effectiveness of the current practice as part of annual parent questionnaires and parent view meetings.