Clifton-upon-Dunsmore C of E Primary School

Home Learning Policy 2020

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:

- Inspire and motivate children to be life long learners.
- Engage parents and carers 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 the next phase of their education.
- 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, number bonds and multiplication tables).

How much time should be spent on home-learning?
Home-learning is set each half-term 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):

- Reception: 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: 1.5 hours spread over the week
- Year 4: 1.5 hours spread over the week
- Year 5: 2.5 hours spread over the week
- Year 6: 2.5 hours spread over the week

However, of much more importance is the quality of home learning. We believe that parents and carers play a vital role in encouraging their child to give their best when undertaking home-learning tasks.

Parents and carers are notified at the beginning of each term what the focus of home-learning is, home learning will compliment the child's topic being undertaken in class. Each child will receive a home learning book at the start of each term, in the front of this will be an overview suggested activities that may be undertaken. Highlighted in red are activities that must be covered. The child may also choose other activities to supplement the home learning. A half-termly spelling list is provided. Maths, Comprehension, Spelling and Grammar activities may be given that build on the class based learning.

A note about reading

As a school we believe that reading is the key to all successful learning. We encourage parents to spend time reading to and with their children in addition to the time spent on home-learning. We recommend at least three times per week.

What to expect

- Pupils are expected to complete their home-learning.
- In Foundation Stage home learning will be set each term and weekly reading/phonics tasks will also be provided.
- Pupils will be given a home-learning book to record their learning.
- Pupils will return their home-learning books every Friday.
- Home-learning will offer a choice of activities which will enable children of all abilities to access it.
- Extra home-learning may be given 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.
- Materials (e.g. paper) may be made available to the children if needed along with any ideas and suggestions to enable them to complete a home-learning task.
- Completed home-learning will be acknowledged and praised. This feedback will either be written or verbal. In addition, effort with home learning will be rewarded through out school rewards and celebrations assembly. Maths and English work is usually marked as a whole class and misconceptions and errors addressed with the children as a teaching point.
- Late home-learning (other than for absence) does not require marking.

Suggested activities to complement home- learning

Foundation:

- Learning key words for reading / practice of sounds.
- Reading at home with parents / adult support.
- Bringing in items for topic work.

Year 1:

- Reading at home with parent / adult support.
- Bringing in items for topic work.
- Learning number bonds.
- Handwriting.
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Year 2:

- Reading at home with parent / adult support.
- Times tables
- Handwriting

Years 3, 4, 5 and 6

- Reading – daily.
- Multiplication tables – weekly.
- Extra work as requested by the teacher. SATS revision etc.

Parents and carers as partners

- Parents and carers are partners with school in the child's learning experiences. Parents and carers 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 talk to the class teacher.
- Parents and carers 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 and carers 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 learning done at school.
- Children are encouraged to cover their book to protect their home learning.
- Children without computers at home may have the opportunity to use school computers after school or at lunch-time, 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 and carers should praise children for good effort. Parents and carers 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.

However, we also recognise that home-learning need not be supported by parents and carers only. It can appropriately be supported by an older sibling or grandparent.

Monitoring the effectiveness of the policy

Home-learning Policy will be monitored by senior staff and School Council to feed into the next update. Parental and carer and pupil feedback will be sought at regular intervals. The Governing Body, via the Performance and Standards Committee, will review the policy and practice of home-learning each year.

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 the 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 academically more able. All pupils are entitled to access home-learning at a level appropriate to their individual needs. Academically more able pupils need to be challenged with open ended tasks which provide opportunities to tackle more complex home-learning.

Date of Policy: _____

Agreed by Governing Body: _____

To be reviewed: _____