



Home Learning Policy



Approved by:	Curriculum & Achievement Committee	Ratified: 16 th January 2019
Last reviewed on:	January 2019	
Next review due by:	January 2022	

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1. Introduction:

“Home Learning is any activity which pupils are involved in outside the normal school day that contributes to their learning, either on their own or with others.” *DfES, Raising Standards*

At Southville Primary School, we believe that there are clear benefits for children who spend regular periods of time on different learning activities outside of school. We see home learning as an important way of not only establishing a successful dialogue between teachers, parents and carers, but also involving a variety of adults in their child’s learning. Families are in a unique position to provide some very important opportunities for their child that perhaps a school is unable to offer.

2. The purpose of home learning in our school:

In our school, we believe that home learning should:

- Develop an effective partnership between the school and parents, grandparents and carers in enhancing, promoting and encouraging children’s learning
- Consolidate and reinforce skills and understanding in a variety of subjects
- Provide children with the opportunity to learn in different settings (home and in the local environment)
- Extend school learning and contribute to the challenge of raising attainment and self-esteem
- Encourage children to become independent learners and as they get older to develop the confidence and self discipline needed to study on their own and prepare them for the requirements of secondary school
- Allow children to explore a range of different learning styles and reflect on recent developments in education e.g. ICT
- Provide opportunities for parents, grandparents, carers and children to work together to enjoy learning experiences.

3. We do not want home learning to:

- Be unrelated to the children’s learning for that week
- Just be an activity to occupy children
- Prevent children taking part in a wide range of out-of-school clubs and organisations that play an important part in the lives of many families
- Be onerous or cause conflict at home

4. Time allocations and implementation:

Our school has adopted the DCSF (Department for Children, Schools and Families) guidelines as follows:-

Year group	Time / Duration	Activity
Reception	Daily reading and phonics session	<ul style="list-style-type: none">• Sharing and reading books is the most important activity and we suggest that it is part of a daily routine.• Phonics activities / Keywords / Spellings will be sent home weekly to learn
Year 1 / Year 2	1 hour a week	<ul style="list-style-type: none">• Sharing and reading books is the most important activity and we suggest that it is part of a daily routine.• Phonics activities / Keywords / Spellings will be sent home weekly to learn• Number information will be sent home weekly linked to their learning for that week or in preparation for the following week.
Year 3 / Year 4	1.5 hours per week	<p>In this key stage home learning activities provide more of an opportunity for children to develop their skills in independent learning. Activities may include:</p> <ul style="list-style-type: none">• Reading• More formal literacy and numeracy tasks and written activities• Number games and puzzles

		<ul style="list-style-type: none"> • Times tables • Spellings • Activities to be shared with the family • Finding out information • Preparing for lessons • Preparing oral presentations • Science tasks / research
Year 5 / Year 6	2.5 hours per week	<p>In this key stage home learning activities provide more of an opportunity for children to develop their skills in independent learning.</p> <p>Activities may include:</p> <ul style="list-style-type: none"> • Reading • More formal literacy and numeracy tasks and written activities • Number games and puzzles • Times tables • Spellings • Activities to be shared with the family • Finding out information • Preparing for lessons • Preparing oral presentations • Science tasks / research

We recognise that parents/carers must manage home learning time according to their child's needs or other things going on at any given time. These time allocations are therefore very much to be used as guidance for parents/carers, and for our school in the setting of home learning tasks.

Time schedule:

Key Stages 1 and 2

Tasks set every **Thursday** or **Friday** as set by the class teacher.

Completed tasks returned to school the following **Tuesday** or **Wednesday** as set by the class teacher.

5. Coordination of home learning:

Class teachers are responsible for coordinating home learning. It is the class teacher's responsibility to ensure that the demands of home learning tasks are appropriate and manageable for children. It is essential that everyone involved clearly understands the purpose and content of the task. Feedback may consist of written marking, peer marking, teacher discussion with individuals or the whole class or through presentations and lessons.

Where children are provided with a choice of options within a home learning platform, the class teacher will ensure the activities are accessible at any ability level.

Wherever possible, all home learning opportunities will be recorded in the home learning book that will travel between home and school.

6. Subject areas

Reading:

- We believe that regular reading is vital in all Key Stages and it is important to note that on some days reading will be done as part of the home learning tasks, but on other days reading may be in addition to other home learning tasks.
- For children in the Foundation Stage and Key Stage 1, home learning will largely consist of regular reading with parents/carers looking at books together. For more fluent readers, we encourage independent reading of at least 10 to 20 minutes a day. A reading record will also be sent home for parents and children to note what has been achieved and any issues that have arisen. Teachers will respond in the reading record regularly in a variety of ways to acknowledge they have seen it e.g. written comment, rubber stamp, sticker, initials or

signature. We recommend that all children have a book bag to aid with the carrying of reading books and reading records.

- We hope that in the Foundation Stage, Key Stage 1 and lower Key Stage 2, parents will read a variety of stories to their child, which he or she has chosen. As these will possibly be above the level at which a child is reading, we suggest that the child follows the print and joins in as much as they can whilst the adult reads.

Written tasks:

- All written tasks including maths will be completed in a home learning work book in pencil unless given permission to use an alternative.

Computing

Teachers and our website provide suitable home learning sites. Some of the home learning may also be encouraged to be researched through the use of ICT. Where research topics are given, it should be carried out under the supervision of an adult to ensure inappropriate content isn't viewed.

7. Parents can support home learning practices by:

- Asking to see their child's home learning book
- Providing a suitable place for their child to complete their home learning
- Valuing home learning and supporting the school in explaining its benefits to their child
- Praising their child for effort with home learning
- Letting the school know if there have been problems with home learning tasks or recording it in the home learning book
- Supporting their child to complete a home learning activity

8. Special Educational Needs

When planning for home learning, we take into account the wide range of abilities, aptitudes and interests of all the children. Although it is seen as important that children identified as having special educational needs do as much in common with other children as possible, there will be occasions when they may benefit from differentiated tasks separate from the home learning set for other children in the class. The objective of this is to narrow the gap between these children and others in the year group.

9. Provision for children working above their peers

We provide for children who are working above age-related expectations as a result of early identification of ability and through teacher observation and assessment. Children who appear to have particular aptitude for a certain subject will be given extra challenges in their home learning, where appropriate, to extend their thinking and learning.

10. Equal opportunities

All pupils have the right to equality of access to the curriculum. Teachers need to be sensitive to the home circumstances of children. If necessary, appropriate resources may be provided to enable home learning to be completed. A home learning club can be made available to provide support to children who find it hard to complete their tasks at home.

11. Roles and responsibilities

- **Pupils** are expected to complete tasks given in the time allocated.
- **Teachers** are responsible for setting home learning in line with the school policy, and for providing feedback to pupils whether written or verbal.
- **Parents/carers** are encouraged to support their child by sharing books, giving help with tasks and, where possible, by providing an appropriate space, time and resources.

- The **Senior Leadership Team** are responsible for monitoring the home learning and the implementation of this policy.

12. Conclusion

We want home learning to impact on a child's learning and understanding. We see the role of home learning as to include everyone in a child's education.

The policy will be reviewed regularly in consultation with children, staff, governors and parent representatives.