



## Home Learning Policy

### 1 Introduction

- 1.1 Home Learning is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Home Learning encompasses a whole variety of activities instigated by teachers, parents and the children themselves to support their learning. This policy has been formulated using input from the parents/ carers of the children at this school.

### 2 Rationale for Home Learning

- 2.1 Home Learning is a very important part of a child's education, and can add much to a child's development. The government made clear its commitment to Home Learning in the 1997 White Paper *Excellence in Schools*, where Home Learning was described as 'an essential part of good education'. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home.
- 2.2 One of the main purposes is to develop an effective partnership between the school and parents/carers in pursuing the aims of the school.
- 2.3 One of the aims of our teaching is for children to develop as independent learners, and we believe that doing Home Learning is one of the main ways in which children can acquire the skill of independent learning.
- 2.4 Home Learning plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth, development and ability to learn. This includes participation in various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. Children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

### 3 Aims and objectives

- 3.1 The aims and objectives of Home Learning are:
- To enable pupils to make maximum progress in their academic and social development.
  - To help pupils develop the skills of an independent learner.
  - To help pupils to progress towards individual responsibility.

- To promote cooperation between home and school in supporting each child's learning.
- To enable all aspects of the curriculum to be covered in sufficient depth.
- To provide educational experiences and exploit resources not available in school.
- To consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons.
- To help children develop good work habits for the future.
- To prepare children for secondary transfer by encouraging the children to develop the confidence and self discipline necessary to study on their own.

#### **4 Types of Home Learning**

- 4.1** Staff and pupils regard Home Learning as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.
- 4.2** We set a variety of Home Learning activities. In the Foundation Stage and at Key Stage 1 we give children books to take home and read with their parents. We give guidance to parents on achieving the maximum benefit from this time spent reading with their child. Key Stage 1 children may also be asked to learn spellings or mathematical tables as part of their Home Learning. Sometimes children are asked to talk about a topic at home prior to (or during the) studying it in school; bring in examples of artefacts; use the local library; the school library, CD-ROMS or the internet.
- 4.3** At Key Stage 2 we continue to give children the sort of Home Learning activities outlined in paragraph 4.2, but we expect them to do more tasks independently. Literacy and numeracy is the main focus of weekly Home Learning, however increasingly throughout the Key Stage, children will be set work that reflects the broad curriculum at Key Stage 2. Home Learning will enhance, as well as consolidating and reinforcing, the learning done in school through practice at home. We also set Home Learning as a means of helping the children to revise for examinations and tests, as well as to ensure that prior learning has been understood.
- 4.4** Home Learning is marked according to the general school marking policy. More frequently home learning is presented by the pupil in question to the rest of the class. Home Learning completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.
- 4.5** We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

#### **5 Amount of Home Learning**

- 5.1** The amount of time spent on Home Learning is less important than the quality of tasks set and the way that they are planned to support learning.
- 5.2** As they move through the school, the amount of time children are expected to spend on Home Learning.

## **6 Inclusion and Home Learning**

- 6.1** We set Home Learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting Home Learning to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

## **7 The role of parents**

- 7.1.1** Parents/ Carers have a vital role to play in their child's education, and Home Learning is an important part of this process.
- 7.1.2** Parents/Carers should provide a reasonably peaceful, suitable place in which pupils can do their Home Learning.
- 7.1.3** Parents/ Carers need to make it clear that they value their child's Home Learning and support the school by explaining how it can help their learning. Parents/ Carers should acknowledge effort, encourage their children and praise them when they have finished their Home Learning.
- 7.1.4** We ask parents/carers to check the children's Home Learning book each week and share in their child's learning.

## **8 Use of COMPUTING**

- 8.1** The use of COMPUTING and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.
- 8.2** There are many websites containing highly educational material which can have a powerful effect on children's learning. The class teacher may often direct parents and children to specific educational software that is available.
- 8.3** Teachers recognise that some children may not have access to the internet or other COMPUTING equipment at home, and Home Learning is differentiated to cater for that possibility.

## **9 Monitoring and review**

- 9.1.1** A named member of staff is responsible for coordinating and monitoring the implementation of this policy.

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- 9.1.2 If parents have any questions about Home Learning, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher. Finally, if they wish to make a complaint about the school Home Learning policy, or the way it is implemented, parents should contact the governing body.
- 9.1.3 Parents will have the opportunity to contribute their ideas about Home Learning via a questionnaire when the policy is under review.
- 9.1.4 It is the responsibility of our governing body to agree and then monitor the school Home Learning policy. This is done by the committee of the governing body that deals with curriculum issues. Our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way Home Learning is organised in our school.
- 9.1.5 This policy will be reviewed every two years, or earlier if necessary.

### Policy History

DATE	WHERE	WHAT WAS DONE?
Summer 2004	School meetings	Policy agreed
February 2008	L.M. personal planning time	Policy reviewed and changes made by Lee Mawson (D.H.)
18 <sup>th</sup> February 2008	Senior Leaders Meeting	Policy reviewed and agreed.
19 <sup>th</sup> February 2008	Staff Meeting	Policy reviewed and agreed.
25 <sup>th</sup> January 2011	Deputy Head Time	Reviewed by co-ordinator (L Mawson)
5 <sup>th</sup> February 2013	Deputy Head Time	Reviewed by co-ordinator (L Mawson)
5 <sup>th</sup> January 2015	Own Time	Reviewed by co-ordinator (L Mawson)
5 <sup>th</sup> December 2017	Own time	Reviewed by L Mawson and Y Bennet.