

SIXPENNY HANDLEY FIRST SCHOOL

Home Learning

9th October 2018



Introduction

- This policy outlines the purpose, nature and management of home learning given out in our school.
- This policy is a statement of the beliefs, values and aims of Sixpenny Handley First School with regard to home learning.
- The implementation of this policy is the responsibility of the Headteacher and all the teaching and non-teaching staff.

The main purposes of home learning are:

- 1) To develop further an effective partnership between the school and parents/carers in pursuing the aims of the school and strengthening the home school relationship.
- 2) To help parents/carers to understand more clearly what their children are learning in school.
- 3) To share with parents/carers the approaches and strategies used in school.
- 4) To give pupils the opportunity to practice and consolidate their learning, particularly in English and Mathematics.
- 5) To encourage independent learning skills.
- 6) To help pupils to learn to plan the use of their time; to develop confidence and self-motivation.
- 7) To extend learning beyond the school environment.

The purposes and extent of home learning change as pupils get older. For pupils in Early Years and Key Stage 1 developing a partnership with parents/carers and involving them actively in pupils' learning is a key purpose. As pupils get older, homework provides an opportunity for them to develop the skills of independent learning.

Implementation

The aims of implementing this policy are to:

- 1) Ensure home learning contributes to the raising of attainment.
- 2) Ensure a consistent approach throughout the school.
- 3) Encourage pupils to develop increasing independence and a sense of personal responsibility.

- 4) Meet the individual needs of pupils.
- 5) Make expectations about home learning clear to pupils, parents/carers
- 6) Extend the opportunities provided for learning.
- 7) Improve the depth of understanding and the quality of the partnership between home and school.
- 8) Provide activities that encourage parents/carers to work with their children.

Range of home learning activities

All home learning will be related to class and/or group planning and should reinforce class/group work. The main focus of home learning in school will be on Literacy and Mathematics with other subjects being accessed through a 'pick and mix' style of project activities.

In Ladybirds (Early Years) home learning will include:

- Reading – sharing reading books. Home reading books to be changed at least once a week. A Read Write inc book will also be sent home.
- In the Autumn Term each child will have phonics home learning related to the sounds being taught that week. This is kept in a Sounds Folder.
- Starting Out Bags will be sent home half termly.
- Any additional homework will be allocated on an individual basis if the class teacher feels it is appropriate.

In Bumblebees & Grasshoppers (Years 1 and 2) home learning will include:

- Reading – home reading books which will be changed upon finishing a book. A Read Write inc book will also be sent home with Year 1 **only**.
- A Home Learning book will be sent home each week with an English, Maths or Theme task.
- Year 2 – Zappers Spellings when required

In Dragonflies & Scorpions (Years 3 and 4) home learning will include:

- Reading – home reading books will be changed upon finishing a book.
- Weekly phonics and/or spelling activity.
- Times tables activity – maybe an online resource
- A Home Learning book will be sent home each week with an English, Maths or Theme task.
- Zappers Spellings when required

Time

There are now no longer national guidelines which set out how much time children should spend doing home learning each night. The time children should spend on home learning will vary depending on the type of work set. As a guide we say that 30 minutes (in total, not per night) is an acceptable amount of time, however, some of the more 'project style' activities may require a longer period of time.

Reading with your child is vitally important and impacts on other subjects. Regular reading sessions, such as 5-10 minutes a night will have an extremely positive benefit to your child. Please read frequently with your child and enter what has been read in the Reading Record, signed by you as parents/carers.

A Home Learning Club runs each week on a Thursday from 3.00pm – 3.45pm. Pupils can attend this alone and work with staff to complete their activities or parents/carers can attend with their child(ren) to use the school facilities and complete the activities at school. In this session the phonics, spelling and maths will be the focus and the expectation is that the children will complete the 'project' based activities at home. Parents/carers can book their child(ren) in to the club on a termly or weekly basis.

Rewards and Sanctions

Home learning that is completed well and on time is acknowledged and praised in accordance with the relevant section of this policy and linked to positive consequences.

The Department for Education state that home learning is part and parcel of a good education. Although there is no statutory requirement for schools to set home learning we as a school will enforce it through our Home Learning Policy. To this end if home learning is not handed in on time (without a valid written or verbal reason from the parent/carer) or the class teacher feels that there are issues with the quality or quantity of home learning produced they will contact the child's parents/carers to discuss the matter via phone, letter or email.

Our expectations are that all home learning activities will be completed and handed in on time with each child illustrating that they have put in the right amount of time and effort into each piece. Parents/Carers can input into this also.

Marking

Home learning will be marked in line with the principles of our whole school policy on marking and feedback, with a view to continuing to raise attainment. All phonic, spelling and maths home learning will be marked weekly.

Feedback

Each pupil will be provided with a book to complete their spelling, phonics and maths in. This book can also be used as a form of communication between home and school where both teachers and parents can record comments about progress and attitude to the tasks set. The homework will be marked from the previous week and a comment and/or stamper will be added in the book in accordance with the Marking and Feedback Policy. Reading diaries should be used to comment on the child's reading only. The project style activities may not always require a set written response and the children can decide how to record this.

Record Keeping and Monitoring

In all classes tasks will be monitored by the class teacher on a regular basis by inspection of Reading Diaries, home learning books/folders as appropriate. Class teachers will keep a record of home learning returned.

Special Educational Needs

Throughout the school the planning of home learning tasks will take into account the needs of pupils with special educational needs. Careful planning will ensure that the level of demand is appropriate for each pupil and that guidance to parents/carers is clear. This will include:

- clear instructions and time guidelines;
- opportunities for success;
- tasks that encourage the development of social skills;
- a variety of differentiated tasks.

Each class teacher is responsible for ensuring that the demands of home learning are manageable for pupils and parents/carers.

The role of parents/carers

The support of parents/carers is crucial to the success of home learning. They can support their children by:

- providing a suitably quiet place in which children can do their home learning;
- making it clear to their children that they value home learning;
- encouraging children and praising them when they have completed home learning;
- joining in with the home learning of younger children.

Review

This policy will be reviewed in the Autumn Term 2019. Staff, governors, parents/carers and pupils will be invited to comment on how well they feel that this policy is successfully contributing to pupils' progress and attitudes to learning.