



Home Learning Policy

The aim of home learning

The aim of home learning is to develop a set of skills and abilities including self motivation, ability to plan, and other independent learning skills. It can also provide valuable time for children and parents to share learning experiences and for parents to have an insight into what their children are learning at school. For older children it can also prepare them for managing homework at secondary school.

Time allocation

For each year group there is a recommended period of time that children could spend for carrying out their home learning tasks.

The recommended times per week are:

Infants

R - 30 minutes

1 / 2 - 30 minutes

Juniors

3 / 4 - 45 minutes

5 / 6 - 60 minutes

Throughout the school, home learning will be given out on *Thursday* and collected in on *Tuesday*.

Format

Each child will have a 'home learning book'. The purpose of the book is to ensure that home learning is kept together and that there is a uniform system throughout the school which is recognised and valued by staff, children and parents.

Children are encouraged to personalise the cover over their book.

Home learning tasks will be pasted or written into books and will be dated.

Each child keeps their home learning book(s) at the end of the year.

Content

Home learning activities will be varied across the curriculum subjects and will be linked to the topics of learning for the term or learning in the class during the week.

There will be a variety and balance of ways in which children record home learning and techniques they are asked to use.

Home learning may be recorded in the book or may be an activity to complete, for example, playing a specific game. Where appropriate, home learning will be differentiated. Worksheets will be used minimally.

Class targets and any individual targets will be pasted into books and guidance for how to present work, where appropriate.

Marking

Home learning books will be collected in to be marked on Tuesdays.

Each piece of completed homework will be marked (with a comment if appropriate) by the teacher to help create dialogue between teachers, children and parents. Parents are encouraged to use the parents' comment box that is included with each home learning task to share with the teacher how the child has got on in completing the task.

Teacher comments may be shared with the child or other children in the class.

Guidelines

Presentation guidelines are in line with each year group's guidelines and will be pasted into books.

For each individual piece of home learning there should be sufficient instructions for the child and parent to be able to follow and understand to allow the home learning activity to be carried out.

Expectations and procedures (amount of home learning and timings) are communicated to parents at the beginning of the school year at Welcome Meetings.

Methods for specific subject areas will be communicated to parents during workshops and meetings, and with guidance information when appropriate.

Parents should feel that the school has an open door policy in asking teachers for guidance or clarification on an informal basis at any time throughout the year.

Specific areas

Reading

The school has a variety of reading resources and each child has an individual reading book that they may bring home. This runs alongside other reading books that they are using within school.

Children have opportunities during the week to change their individual reading book from a specific selection for their age/ability. Specific days for each class group will be communicated to parents at the beginning of term.

All children have a 'reading journal' to record books they have shared or read with an adult. It is anticipated that parents/carers will fill in the parent comment section and complete reading related activities within the journal as the children reach those pages.

Phonics / Spellings

Phonics are introduced during the Foundation Stage and Reception children may have specific phonic homework during the year.

Year 1/2 have weekly spellings with a specific focus (i.e. initial sounds, final sounds, whole words, rhyme patterns).

Junior children learn spelling patterns which will be communicated via the home learning books for children to look out for in their reading and use in their home learning tasks. In some instances, a test may be given although in most cases, the children are expected to demonstrate their learnt spelling patterns in context.

Spelling list/patterns may be differentiated for particular cohorts and will be planned within weekly phase meetings.

Class teachers will communicate with parents about when spellings are given out and if/when children will be 'tested'. Children will have an opportunity to practise their spellings over the weekend.

Library books

Each child is encouraged to choose a book to take home each week from the school library. Each class has a specific library day which will be communicated at the beginning of term. Library books must be returned on this day in order to exchange it for a different library book.

Other areas

From time to time it will be appropriate to give out specific home learning for specific groups of children. Whenever this is the case it will be communicated to parents. Specific learning will need parent support and assistance. This needs to be secured prior to the child being given the home learning.

Other pieces of home learning may be optional. If this is the case children and parents should be clear that this is the case, and have an opportunity to carry it out during school time, with support if needed.

Supporting Children and Parents

Whenever possible the school will try and offer support to those children for whom completing home learning tasks is difficult, including allowing access to internet linked computers to aid completion of tasks.

Home learning tasks are not designed to cause stress and have a negative impact on home family life. The school encourages parents to communicate with their child's teacher if managing home learning is causing problems at home.

Agreed by: _____ Performance and Standards Committee _____

Date Agreed: _____ March 2013 _____

Date to be reviewed: _____ March 2016 _____