

Love, Grace and Fellowship



Home Learning Policy

September 2015

Our Aims

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use home learning as a tool to help to continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for the individual pupil.
- To practice or consolidate basic skills and knowledge, especially in English and mathematics.
- Encourage children to develop the responsibility, confidence and self-discipline

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needed to study independently.

- To prepare Year 6 pupils for the transfer to secondary school.

The Nature of Home Learning

It should be noted that home learning can be set in many different forms with many different expectations and outcomes. It is important to remember that when setting home learning there are a number of points to consider:-

1. The nature and type of home learning changes throughout a pupil's school career.
2. Amount and frequency of home learning should increase as a pupil gets older.
3. Home learning should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Home learning should be set regularly from the Foundation Stage to Year 6.

A timetable for home learning is provided below. This has been designed to encourage a gradual progression of skills and expectation. Home learning will not, in general, be used to finish off work started in class.

YR GROUP	HOME LEARNING EXPECTATIONS Home learning is differentiated to meet the needs of all the children in each class including those children with SEN and the more able children.
EYRS NURSERY & RECEPTION	<ol style="list-style-type: none">1. Children should share books at home daily for 10 with a parent/ carer and this should be recorded in the home/ school diary. This can take the form of daily reading when children are using books more independently.2. Children have a weekly maths activity to share with parents.3. During the year, children may be given targeted phonics and sight words to learn and apply.4. Children are asked to bring things in during the year to enhance focused activities.5. Parents/ carers contribute to learning journeys through the parent and child voice.
YEARS 1 & 2	<ol style="list-style-type: none">1. Children should read at home daily for 10/15 minutes with a parent/ carer and this should be recorded in the home/ school diary.2. Children may be given targeted phonics and sight words to learn and apply.3. Mathematics activities will be set every other week.4. Ongoing learning of multiplication facts.5. Creative learning activities will be provided linked to topics which will include open-ended activities.6. The home/ school diary should be completed each time.

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YEARS 3 &4	<ol style="list-style-type: none"> 1. Children are expected to read daily at home for 15 minutes with a parent/ carer where appropriate and this should be recorded in the home/ school diary. 2. Mathematics activities will be set every other week. 3. Children may be given targeted phonics, sight words and word work to learn and apply. 4. Ongoing learning of multiplication facts. 5. Cross curricular activities will be set over the course of each half term 6. The home/ school diary should be completed each time.
YEARS 5 &6	<ol style="list-style-type: none"> 1. Children are expected to read independently at home on a daily basis for at least 20 minutes and this should be recorded in the home/ school diary. Book reviews/ evaluations to be completed when books are finished. 2. Mathematics activities will be set weekly 3. Children may be given targeted phonics/ Spelling, Punctuation, and Grammar (SPAG) and sight words to learn and apply 4. Targeted comprehension activities set weekly 5. Ongoing learning of multiplication facts. 6. Cross curricular activities will be set over the course of each half term 7. The home/ school diary should be completed each time

ROLES AND RESPONSIBILITIES

Role of the Governing Body	<p>The Governing Body has:</p> <ul style="list-style-type: none"> • delegated powers and responsibilities to SLT to oversee the development of this policy; • responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the SLT	<p>SLT will:</p> <ul style="list-style-type: none"> • promote this policy by raising its status and importance; • ensure that home learning is built into teachers planning; • provide supportive guidance for parents; • keep up to date with new developments with regard to home learning; • monitor and evaluate this policy.
Role of the Teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> • integrate home learning into their planning; • set interesting tasks or activities that recognise equal opportunities for all. • set homework appropriate to each child and give praise for completion; • explain when, what and how the work is to be done so that each child and parent/carer clearly understands; • provide feedback in line with the marking and feedback policy.

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<p>Role of Parents/ Carers</p>	<p>Parents/ carers are asked to:</p> <ul style="list-style-type: none"> • sign the Home-School Agreement indicating their support for home learning; • reinforce the value of homework to their children; • provide a suitable space in their home where their children can concentrate on their home learning; • establish a home learning routine and provide suitable materials; • go through the home learning before their child starts and discuss the completed work when finished; • make the experience pleasurable; • find time to work with their child or allow them to work independently where appropriate and be at hand if a problem arises; • discuss, encourage and praise their child's efforts; • contact the school if they are not sure of some aspect of the home learning or if their child is experiencing difficulties; • contribute to school evaluation so the school can monitor and evaluate its effectiveness.
<p>Role of Children</p>	<p>Children are asked to:</p> <ul style="list-style-type: none"> • complete their home learning and hand it in on time; • listen carefully in class to make sure they understand what is asked of them; • contribute to pupil interviews and pupil questionnaires on home learning; • for the school to monitor and evaluate; • make sure they get feedback on their home learning; • highlight to the School Council any ideas they may have about home learning; • complete their home learning using appropriate writing materials; • have a go at all their home learning activities.
<p>Types of Homework</p>	<p>All home learning tasks and activities are designed to consolidate and reinforce skills and understanding in English and mathematics and enhance cross curricular learning and the application of skills.</p>
<p>Feedback</p>	<p>All children receive prompt feedback on their home learning in a variety of forms such as:</p> <ul style="list-style-type: none"> • verbal or written • class discussion • praise and recognition during an achievement assembly <p>Parents are asked to:</p> <ul style="list-style-type: none"> • give teachers any feedback they feel might be useful; • encourage their children to talk about the feedback they have received; • contact the school if they have any concerns.

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Monitoring the Effectiveness of the Policy	The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.
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Equal Opportunities

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

YOUR HELP, ENCOURAGEMENT and PRAISE is the key to success.

Policy written by Chris Smith, Head of School 4th August 2014

Reviewed September 2015 by Yvonne Norman, Assistant Head