

Pixmore



Junior School

<b><u>Name of policy:</u></b>	Home Learning Policy
HCC model policy reference no (if applicable)	
<b><u>Approved by:</u></b>	Alex Evans
On behalf of School Improvement/Resources Committee:	Kath West
Date:	February 2016
On behalf of Governing Body:	Tina Dicken
Date:	8 <sup>th</sup> February 2016
<b><u>Date of next review:</u></b>	Spring Term 2017

Home learning Policy

## 1 Introduction and definition

**Children , parents, staff and governors were involved in the review of this policy.**

1.1 Home learning is defined as anything that children do outside the normal school day, which contributes to their learning in response to guidance from the school. Home learning encompasses a whole variety of activities and experiences instigated by both teachers and parents to support children's learning and engagement. For example, a parent who spends time reading a story to their child before bedtime is helping with home learning or taking the family out to visit a castle, for child who has an interest in history is supporting the child's natural enthusiasm . It is a parental responsibility to provide an environment in which children can be supported in their home learning.

1.2

1.2 One of the aims of our school is for children to appreciate the joy of learning. We believe that home learning can support this.

At Pixmore we believe that home learning is part and parcel of a good education and that quality that counts, not quantity.

*OSFTED 2013 –Good to Outstanding : 'Teachers use well- judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and interventions, match individual needs accurately.'*

1.3 Home learning plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. Consequently our home learning tasks are planned in order to provide enough flexibility for children to lead an active life outside of school.

## 2 Aims and Objectives

The aim of the Home learning policy is to promote learning at home as an essential part of a good education. Home learning not only reinforces classroom learning, it also encourages children to develop skills and attitudes they need for successful lifelong learning. It supports the development of independent learning skills, including the habits of enquiry and investigation.

The 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 promote a partnership 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 not possible in school;

- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

### 3 Key Principles

**The discussions between staff and parents, governors and children have helped us to devise a set of key principles that will inform our practice in relation to homelearning.**

- Home-learning will be relevant and will have the clear aim of supporting the learning going on in school.
- Home-learning will be appropriate to the age, ability and circumstances of the children, taking into account any special educational needs. Tasks will be fully explained to the children.
- Where possible and appropriate we will try to plan home-learning tasks that are open ended and ones which will involve the parents in supporting the learning of the child. (e.g. playing a maths game)
- There will be consistency in the amount and nature of home-learning across both classes in each year group.
- The school will use our Home/School diaries to record Home-learning tasks and dates that each task is due and reading that takes place at home as a regular home-learning task.
- The school view home-learning positively and will be quick to reward effort that has been applied to home-learning tasks through the reward system.
- The school will allow enough time for the completion of tasks and enough flexibility for children to still lead an active childhood outside of school.
- Where resources allow we will allow children to access research facilities including access to the ICT suite and be supported in the completion of their tasks during the school day ( they can participate in a home- learning during the school day usually at lunchtime)
- Children will receive feedback in some form on completion of their home-learning tasks.
- Home learning tasks will be completed in a Home- learning book as a record of their achievements.
- The quality of completed home-learning will be monitored by the teaching and support staff There will be opportunities to discuss this

with parents and child through meet the teacher meetings, parent/teacher consultations and in the school report.

#### **4 Types of home learning**

Daily reading will be done as part of the home learning. We consider the following time allocations to be appropriate.

Years 3/4 10 mins daily reading to someone  
Year 5/6 20 mins daily reading (to someone/independently as appropriate)

Each week the children will be set a English and a Maths task to support current or future class work. Some home learning tasks in English may be focussed on ‘speaking and listening’ (talk home-learning) and these will involve talking with your child about a particularly topic or aspect which will feed into their writing.

We ask that parent support the learning of multiplication tables and vocabulary at home to consolidate a child’s learning.

Our current practice is that we are sending spelling lists home but have a set of ‘Zero Tolerance’ words that children need to spell correctly in all their writing and these can be used at home with any writing tasks. These will be available on the school website.

Additional tasks to support learning in other subjects will be set as appropriate. This may be an optional holiday project across the whole school; the results of which will be celebrated on the children’s return to school. Or the homework may link to a geography and history focus (e.g in Year 3 the children do a project on the Vikings and in Year 6 they do a project on Rivers).

**Parents and children will have home access to an Internet support software called Espresso. Teachers will be able to sign post homework activities on here and also it can be used as a filtered resource for knowledge/topic based activities**

#### **5 Time allocation and organisation**

We consider the following overall time allocations for home-learning to be appropriate.

Years 3/4 1.5 hours per week  
Years 5/6 3.5 hours per week

##### **Year 5/6 expectations:**

- **30 minutes of Maths per week**
- **30 minutes of Topic/literacy per week**
- **10 minutes spelling each evening**
- **20 minutes reading each evening**

**(sometimes with an adult and sometimes independently)**

**Across the school home- learning tasks will be issued on a Thursday and need to be return the following Wednesday. This provides consistency and continuity across the whole school.**

**A topic sheet will be given out at the start of each half term and uploaded on to the website.**

**In addition, other resources such as pdf of graph paper and lined paper will be put on the website to assist with homework.**

**The school will provided homework club two lunchtimes a week to support children in completion of their homework. Currently, this is Tuesday and Wednesday lunch times . The clubs are run by Sue Willans (SENCO)**

## **6 The role of parents**

6.1 Parents have a vital role to play in their child's education, and home-learning is an important part of this process. We ask parents to encourage their child to complete the home-learning tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing and working with their child where appropriate.

6.2 We ask parents to check the home/school diary at least once a week and to sign it as requested.

6.3 If parents/child should have any problems or questions relating to home-learning, they should, in the first instance, contact the child's class teacher for advice and support.

6.4 It is important that teachers receive feedback from parents on how their child coped with the time limits set and if a child is struggling to complete tasks within the time allocated it is reasonable for a parent to step in and contact the class teacher so that task appropriateness can be considered in individual circumstances.

## **7 The Role of Pupils**

7.1 We expect our children to maintain a positive attitude towards home-learning tasks, to persevere and demonstrate independence in their learning by taking responsibility for completing tasks and returning them to school on time.

7.2 If children are struggling to complete home learning in the time allocated it is expected that they will use some of their lunchtime to attend home learning club to get support from an adult.

## **8**

### **Monitoring and review**

It is the responsibility of our governing body to agree and then monitor the school home learning policy. This is carried out by the School Improvement Committee (SIC) on behalf of the Governing Body. The committee will review this policy every three years and assess its implementation and effectiveness.

Signed:

Date: