

Policy on Home learning



Aim High, Learn Together, Feel Proud!

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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 and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with home learning.

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 homework in the 1997 White Paper 'Excellence in Schools', in which 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. Indeed, we see home learning as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

2.2 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 and development. While home learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

3 Aims and objectives

3.1 The aims and objectives of homework 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 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 not possible 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.

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 or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings or mathematical tables as part of their home learning. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as 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. We set literacy and numeracy home learning routinely each week, and we expect the children to consolidate and reinforce 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, as well as to ensure that prior learning has been understood.
- 4.4 Home learning is marked according to the general school marking policy. Homework 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 homework

- 5.1 As they move through the school, we increase the amount of home learning that we give the children.

Reading is expected to take place every day for all year groups!

Year R (To be given every other day)

phonic lists – 20mins

Maths/Number – 20 mins

Topic/Talk – 20 mins

Year 1+2 (To be given every other day)

Spelling/phonic lists – 20mins

Maths/Number bonds – 20 mins

Creative/topic – 20 mins

Year 3+4 (To be given every other day)

Spellings – 20mins

Times tables – 20 mins

IPC – 2x20mins

Maths topic – 20 mins

Year 5+6 (To be given every other day)

Spellings – 30 mins

Times tables – 30 mins

IPC – 2x30mins

Maths topic – 30 mins

- 5.2 We give all our pupils in KS1 and KS2 a google classroom login in which the home learning is recorded, either by them, or by the teacher, or by the learning support assistant (LSA).

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.
- 6.2 Any adaptations to homework for students with a visual impairment will be planned in conjunction with the VI team and the class teacher. When the child is learning Braille for example, the quantity of homework may be reduced as it may take more time. This will be adapted to suit each student while maintaining high expectations.

7 The role of parents and carers

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

- 7.2 If parents and carers 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 in which it is implemented, parents or carers should contact the governing body.

8 Use of ICT

- 8.1 The use of ICT 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 learning, 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. Our school website provides links to the sites which will best support the children's learning. Parents or carers are advised to always supervise their child's access to the Internet.
- 8.3 Some of the most important educational software that we use in school can be bought by parents or carers on a home-user licence. This ensures that children are using age-appropriate software in their work at home. The school will supply interested parents or carers with details.

9 Monitoring and review

- 9.1 Phase leaders are responsible for coordinating and monitoring the implementation of this policy. We allocate special time for this vital task. The phase leader uses this time to inspect samples of the children's work.
- 9.2 This policy will be reviewed in three years, or earlier if necessary.