



HOME LEARNING POLICY

Reviewed July 2015

RATIONALE

- Home learning is a very important part of a child's education and can add much to a child's development. 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.
- 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 skills and interests to the full only encouraged to make maximum use of the opportunities available outside school.

AIMS

- To ensure a consistent approach to home learning throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for home learning.
- 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 to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge especially in maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to become independent learners
- To prepare Year 6 pupils for their transfer to secondary school.

THE ROLE OF THE SCHOOL

The school will support pupils by:

- Providing guidance on how to complete and present home learning.
- Give parents guidance as to how much home learning will be given and when it is due in.
- Ensure pupils have time to complete home learning so that participation in extra-curricular and other out-of-school activities is not affected.
- Ensuring that the home learning policy is fully and consistently followed.
- Provide all children with a home learning book
- Provide additional challenges or questions in the half -termly learning letter booklets (available on school website) to encourage children to complete research or self-directed learning at home. They can record this learning at the back of their home learning book.

THE ROLE OF THE TEACHER

- To plan and set a programme of home learning that is appropriate to the needs of the child.
- To ensure all children understand the home learning they have been given.
- To give feedback about home learning.
- To be available to talk to parents and children about home learning.
- To inform parents if there is a problem regarding home learning.

THE ROLE OF THE PARENT

- To support the child in completing home learning.
- To ensure the child completes home learning to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the home learning.
- To provide the appropriate resources for the child to complete the home learning.
- Encourage and praise the child when they have completed their home learning.
- Sign the home learning with a comment if appropriate.

THE ROLE OF THE CHILD

- To ensure they have everything they need to complete home learning each week.
- To make sure they understand the tasks that have been set and ask the teacher if unsure.
- To put in the same level of effort as would be expected of class work.
- To hand home learning in on time.
- To take on board any feedback about home learning.

HOME LEARNING BY YEAR GROUP

Please also see:

-Appendix 1 for additional information for ways to support your child's learning at home.

Below are the **Home Learning Tasks** that will be set throughout the school. We hope that these activities will continue to open up a range of possibilities for you to share with your child. The half-termly Learning Letters also have challenges and questions to encourage self-directed research learning.

Foundation	<p><u>Communication</u></p> <p>"Curriculum" booklets are sent out each year with the expectations for Maths and English, including CVC and key words to practise reading and spelling.</p> <p>Learning Letters outlining the half-termly learning challenges are shared on the website.</p> <p>Parents are asked to provide comments on their child's learning at home and celebrate their achievements via "House memos." These are put on home learning display within the school.</p> <p>A star of the week book is sent to different children each week to record their weekend news.</p> <p><u>Reading</u></p> <p>Reading books will be sent home from the reading scheme and parents are asked to record their child's reading in the Reading Log supplied. "Meet the Character" activity sheets for the Reading Scheme are sent home at the beginning of the year.</p> <p>Key words to read are sent home regularly for parents to work support their children.</p> <p>Phonic sounds are sent home to consolidate learning in school.</p> <p><u>English & Maths</u></p> <p>Each child will have their own Home Learning Book to record their learning. The children receive home learning tasks during the Autumn Term. The children will receive either Maths or English activities (handwriting, key words, phonics, sentence writing) alternative weeks.</p>
Years 1 & 2	<p><u>Communication</u></p> <p>"Curriculum" booklets are sent out each year with the expectations for Maths and English.</p> <p>Learning Letters outlining the half-termly learning challenges are shared on the website. They will have additional challenges and questions to encourage self-directed learning at home – these can be recorded in the back of their Home Learning book.</p> <p>Each child will have a Home Learning Book. Information regarding weekly home learning will be shared by the teacher in these books.</p> <p><u>Reading</u></p> <p>The child's reading book will be linked to the school's progressive reading scheme. Children may supplement reading scheme books with books of their own choice. Children will have a 'reading record' to track their reading during the week.</p> <p>Key phonics sounds will be sent out as appropriate to meet the needs of children.</p> <p><u>Spellings</u></p> <p>Key words will be shared within the English "Curriculum" booklets. These are linked to age-related expectations and will follow recognised patterns and rules. These words will not be tested but the correct spelling of these words will be assessed in the children's own writing. Handwriting will be given to pupils who would benefit from extra practice.</p> <p><u>Maths</u></p> <p>Continue to practise times tables on a weekly basis to support work in class.</p> <p>Weekly Maths home learning task will be set on Thursdays and due back in on Wednesday. This activity will be differentiated to meet the needs of the children.</p> <p>Children also have access to Mathletics – they have their own log in and password.</p>

Years 3, 4, 5 & 6	<u>Communication</u> “Curriculum” booklets are sent out each year with the expectations for Maths and English. Learning Letters outlining the half-termly learning challenges are shared on the website. They will have additional challenges and questions to encourage self-directed learning at home – these can be recorded in the back of their Home Learning book. Each child will have a Home Learning Book. Information regarding weekly home learning will be shared by the teacher in these books.
	<u>Reading</u> Some children will continue to read books linked to the school’s progressive reading scheme. A reading book of their choice will be sent home once a week. Children will have a ‘reading record’ to track their reading during the week.
	<u>Spelling:</u> A list of spellings linked to rules/ patterns taught in school will be given each week. Key words will be shared within the English “Curriculum” booklets. These are linked to age-related expectations and will follow recognised patterns and rules. These words will not be tested but the correct spelling of these words will be assessed in the children’s own writing. Handwriting will be given to pupils who would benefit from extra practice.
	<u>Maths</u> Continue to practise times tables on a weekly basis to support work in class. Weekly Maths Home Learning task linked to class work will be set on Thursdays and due back in on Wednesdays. This work will be differentiated to meet the needs of the children. Children also have access to Mathletics – they have their own log in and password.
	<u>Year 6 Only:-</u> In the Spring term, teachers will increase the amount of home work in order to support the children in the SATs and prepare them for transition to secondary school.

MARKING

Teachers will always check on a child’s progress with home learning tasks. However assessment may happen in various ways:

- Written acknowledgement
- Verbal feedback
- Formative assessment methods such as self evaluation, peer evaluation and parental evaluation
- Showcasing

RECOMMENDED TIME ALLOCATION

The following are government recommendations as appropriate time allocations for Home Learning activities (“Homework: Guidelines for Primary and Secondary Schools”).

Years 1 and 2	1 hour per week
Years 3 and 4	1.5 hours per week
Years 5 and 6	30 minutes per day

EQUAL OPPORTUNITIES

- All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Teachers are sensitive to the fact that some children have less support at home than others and may not have access to the full range of resources to complete home learning. In these cases, extra time at school will be provided to ensure all children are able to complete set tasks.
- From time to time pupils with special needs may be set additional or different home learning in order to reinforce a particular skill or area of learning. Home learning may also be set by a support teacher (i.e. a teacher from Orrets Meadow).

BASIC SKILLS STATEMENT

Poulton Lancelyn School is committed to the development of the basic skills of English and Maths for all its pupils and home learning in these areas is seen as an integral part of this work.

ABSENCE

- If children are absent due to illness we will not send home learning home. We would assume the child was too ill to work.
- If a child is absent for a length of time, e.g. with a broken leg, the teacher and parent will agree what should be done, how it should be marked and what sort of help needs to be given.
IN SUCH CIRCUMSTANCES THE TEACHER SHOULD CONSULT THE HEADTEACHER FIRST.
- Home learning is not provided when parents take holidays in term time.

USE OF ICT

- 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, the teachers expect their pupils to produce their own work, 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.
- The use of the school web-site and Mathletics is strongly encouraged. Parent/Carers who have queries about home learning should not hesitate to make an appointment to see their child's class teacher.

MONITORING AND EVALUATING

The Home Learning Policy will be promoted throughout the school and its implementation and effectiveness will be regularly reviewed and reported to the Governing Body.

APPENDIX 1

Twelve things you can do to help your child learn

1. Give your child confidence through lots of praise and encouragement.
 - *You have tremendous power to strengthen your child's confidence, and confidence is vital to learning.*
 - *Provide specific praise that focuses on a particular aspect of their work. Comments such as "I like the way you have..." is more effective than "You're clever".*
2. Read to, and with, your child as much as possible.
3. Encourage your child to observe and talk about what they see, feel, think, etc.
 - *Even young children can be helped to read notices and signs, for example, and understand what they mean.*
4. Make use of your local library.
 - *Look out for special events and services for children.*
5. Visit museums and other places you think your child may find interesting.
6. If your child likes watching television, watch it together sometimes and talk about what has been watched. Children enjoy sharing their experiences and will gain a lot from the discussion.
7. Try to provide a reasonably quiet and suitable place where your child can work and show that you and all members of the family value and respect the home learning activity.
8. Try to set time aside to support your child's home learning activities whilst also allowing some independence where appropriate.
9. Encourage your child to discuss home learning with you, including feedback from teachers.
10. Try to help your child to see the enjoyable aspects of home learning.
11. Help your child to see the importance of home learning and teach them to become more independent and take more responsibility for themselves as they get older.
12. Remind your children to complete and hand in home learning on time. A copy of your child's home learning programme will be provided at the start of each year but please ask if you need another one.

Please contact us if you have any questions or concerns. We want your child to succeed.