

St Luke's CE Primary School

Home Learning Policy

Agreed at Curriculum and Achievement Meeting, Nov 2022
Agreed by full governors November 2022
To be next reviewed Autumn 2024

St Luke's CE Primary School Home Learning Policy

1 Introduction

We re-named homework "home learning" in September 2018, as we wanted it to reflect the L.E.A.R.N. drivers of our school curriculum:

L learn for life
E explore new things
A ask good questions
R reflect and improve
N never give up

Home Learning is any learning the children do outside the normal school day in response to guidance from school. Home Learning encompasses a whole variety of activities planned by teachers and parents to support children's development. For example, parents who spend time reading stories to their children 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. 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 home and school working together to support our children. One of the aims of our teaching is for children to develop as independent learners, and we believe that Home Learning is one of the main ways in which children can acquire the skills and attitudes that support independent learning.

2.2 Home Learning plays a positive role in raising a child's level of attainment. However, we also acknowledge the importance of play and free time in a child's growth and development. Whilst 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 they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

2.3 Feedback about our previous approach to "homework", in which parents and children told us that homework can be a bind and can often get in the way of family life, led us to develop the home learning grid, a menu approach to home learning. A follow-up survey gave overwhelmingly positive feedback to this new approach.

3 Aims and objectives

The aims and objectives of Home Learning are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills and attitudes to be independent learners;
- to promote co-operation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to take advantage of experiences not easily available in school;
- to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
- to help children develop good life-long learning habits.

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. The Home Learning grid for each year group makes clear the activities we expect children to practise daily (reading), weekly (spellings/basic maths eg tables or number bonds) or half-termly. Throughout the school, we expect pupils to share books, read at home, or to talk about reading, each day. To support this children take books home to read alone or with their parents.
- 4.3** In Foundation Stage, we send home a regular newsletter to parents and carers, detailing some of the activities and themes for learning in the Reception classrooms. The newsletter includes suggested activities to be done at home to support this learning.
- 4.4** Key Stage 1 and Key Stage 2: In addition to the grid options, each week children will be given an additional structured Maths activity, related to that week's class learning. Weekly spelling lists will be complemented by the half-termly high frequency words that need to be re-visited each week. The Life Skills section will be an important life skill, again to be practised weekly or even daily for that half term, eg telling the time, tying laces or setting the table.
- 4.5** The options element of the grid is divided into creative, family, speaking/listening/writing and research activities. We ask children to select at least one from each of these over the half term. We encourage them to use the first-hand experience of friends and relatives, as well as secondary sources such as newspapers / magazines, books from the local library and the Internet. One of the family activities each half term will be a whole school activity in order that families with more than one child in school can all share the same activity if they so choose.
- 4.6** Home Learning is always marked and work completed well is acknowledged and praised. There may be issues arising, which the teacher will follow up in lesson time. Sometimes Home Learning (or a part of a Home Learning) is marked in class, with children sharing their answers or the processes used in order to benefit others in the class and start a debate around the higher order answers.
- 4.7** 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 Home Learning

- 5.1** The home learning grid means that some children will choose to do more than others or more some weeks than other weeks; however, as a guide, in addition to regular reading, we expect children in Key Stage 1 to spend approximately ninety minutes a week on Home Learning. In Key Stage 2 this will increase to up to two hours a week.
- 5.2** The home learning grid is published at the start of each half term, with a copy going in the front of the children's home learning books, enabling them to highlight the options they have completed. Weekly maths and spellings activities are published on the website on a Friday, to be returned by the following **Wednesday**.
- 5.3** During school holidays no additional Home Learning is given and parents are encouraged to consolidate the learning from the previous half term including reading, number practice, word recognition and spelling. Year 6 do have planned tasks for holidays and therefore do

not have written Home Learning tasks in the summer second half term. School does not set work for pupils who take holiday in term time as this is strongly discouraged and seldom authorised.

6 Inclusion and Home Learning

We plan Home Learning for all children as a normal part of school life. We try to 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. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

7 The role of parents

7.1 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 children 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 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 tasks that their child is doing. Teachers insist on a high standard of presentation for Home Learning and we ask parents to reinforce this at home and to take note of the presentation guidelines stuck into the front of Home Learning books. We encourage parents to comment on tasks by making a note in their child's Home Learning book.

7.2 We give guidance to parents, through *welcome to our year group* meetings at the start of the year and the *FS Reading /Writing and Maths* evenings, and KS1/2 spelling meetings in order to achieve the maximum benefit from this time spent supporting their child. A home-school reading record book is provided for parents to make comments when they read with their child. Teachers check and sign these books weekly. Once children reach a level of reading competence, a reading journal replaces the home-school record book.

7.3 If parents 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 deputy headteacher. Finally, if they wish to make a complaint about the school Home Learning policy, or the way in which it is implemented, parents should contact the headteacher in the first instance, in line with the school's complaints policy.

8 The role of teachers

- plan interesting and varied activities for the home learning grid that reinforce, improve or extend children's understanding of the learning taking place in class
- publish the half termly home learning grid and the half termly curriculum topic overview on the website at the start of each half term
- publish weekly spellings and maths activities on the website by Friday afternoon each week
- ensure the requirement for printing out instructions to be minimal and ensure there are some hard copies of the tasks available for those pupils without access to a printer
- ensure children receive constructive feedback regarding the quality of completed tasks
- encourage all children through praise and recognition of individual efforts
- respond, where appropriate, to parent/carer comments in the home learning book
- discuss any concerns with the child (or parent/carer, if appropriate) as they arise

9 Use of IT

9.1 The use of IT and the Internet makes 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 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.

- 9.2** There are many websites containing highly educational material which can have a powerful effect on children's learning. These are sometimes referenced in our monthly newsletter or in Home Learning instructions. Parents are advised always to supervise their child's access to the Internet.
- 9.3** School has invested in several online resources that children can access from home with an individual log-in. These include maths and spelling programmes and can provide useful extension to class work and other home learning activities.

10 Monitoring and review

- 10.1** The Headteacher is responsible for co-ordinating and monitoring the implementation of this policy. From time to time she will inspect samples of the children's home learning books and of the teachers' planning for Home Learning and provide teachers with feedback.
- 10.2** It is the responsibility of our governing body to agree and then monitor the Home Learning policy. This is done by the Curriculum and Community Committee. Our governing body seeks feedback from parents and pays careful consideration to any concern that is raised. Our governing body may, at any time, request from our headteacher a report on the way Home Learning is organised in our school.
- 10.3** This policy will be reviewed in two years, or earlier if necessary.

Sharon Cowey
Headteacher

Example of the home learning grid

TASKS I MUST DO <u>EVERY WEEK THIS HALF TERM:</u>			
READING 15 minutes every day: This may be reading to an adult, talking about a book with an adult, reading to myself or listening to an adult read. This can be fiction, non-fiction or poetry. Try to mix it up a bit!	SPELLING: Learn the words from my fortnightly spelling list/log. Look/Cover/Write/Check. Find which parts are tricky for me and look for a way to remember them.	MATHS: Please check the website for weekly maths activities on the Home learning page. These can be completed straight into the home learning book. If your child is still unsure of Times-tables, please keep practising.	LIFE SKILLS: Challenge yourself to be able to tie your own shoe laces. Have you mastered putting the duvet cover on yet?
TASKS I CAN CHOOSE TO DO ABOUT OUR CLASS LEARNING: (choose at least one from each row, ie at least one creative, one family, one writing/speaking/listening and one research)			
CREATIVE	Design the front cover for a Christmas card.	Imagine that you were running a school for Pharaohs. Design a Pharaoh school uniform.	Using hieroglyphs, design a bookmark with your name on it.
FAMILY	Visit Danny Boyle's "Pages of the Sea", 11 th November at Formby Beach. See www.pagesofthesea.org.uk Write a poem or a prayer about how it made you feel. All year groups have this as a family home learning activity.	Visit the Pine woods, collect some treasures. Make a collage with your found treasures.	Choose a treat to bake with the help of an adult. This could be gingerbread, mince pies, jam tart etc.
WRITING/ SPEAKING/LISTENING	Design a poster to show children how to stay safe whilst using the internet.	Share with your family member something new you have learned this week.	Write down a recount of your weekend. Include the five W's in your opening paragraph. Can you include two fronted adverbials?
RESEARCH	Research an ancient Egyptian God of your choice. Find as many facts as you can about them and present your facts neatly and clearly.	Visit the Egyptian exhibition in the Atkinson Art gallery. Have you found any new fascinating facts?	Choose your favourite author and find five interesting facts about them.