



Kirtlington
C.E. School

HOME LEARNING POLICY

Reviewed and revised September 2018

HOME LEARNING POLICY

Purpose

The aim of our home learning policy is to promote learning beyond the school day as an essential part of good education. We believe that home learning not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning.

Role of Teachers and Parents/Guardians in Supporting Children

There is an explicit requirement to address home learning in the home-school agreement. The **Headteacher** will ensure that home learning is:

- an integral part of the curriculum and is planned and prepared alongside all other programmes of learning
- appropriate to the age, ability and circumstances of the pupils, taking into account special educational needs
- coordinated in order to be manageable for children and families.

Teachers will ensure that:

- pupils and parents are given a home learning timetable through class newsletters, indicating the day that home learning must be in by. This will be the regular home learning schedule.
- home learning is set in line with guidance and agreed standards
- tasks are structured and their purpose explained to pupils ensuring they understand the task
- it is clear to pupils how their home learning consolidates and extends the work they are doing in school.

How Parents Can Help

The role of parents in working with and supporting their children is very important in a variety of ways.

- Provide a reasonably peaceful, suitable place where your child/children can work alone, or more often for younger children, together with an adult.
- Make it clear to your children that you value the home learning that they do, and support the school by explaining why home learning will help their learning.
- Praise your children when they have completed their home learning.
- Decide, as a family, when it is a good time for home learning to be attempted.
- Discuss the work with your child, decide together if your help is needed and what form it might take.
- Communicate with the teacher if the work is too hard.

Equality of opportunity

Whilst most tasks are differentiated, time does not allow us to give individual home learning tasks and children are encouraged to do as much as they are able. We welcome parent feedback about the amount of help their child has needed. Separate home learning tasks are provided for some pupils on a particular programme of support.

We will make every effort to combat disadvantage, for example by being prepared to allow parents and children after-school access to resources such as ICT.

Current expectations:

Reading/Spelling

Daily reading and /or spelling work is recommended for all primary age children for the following times:

Foundation Stage – 5 minutes daily (key words)

KS1 – 10 minutes daily

Y3-4 – 20 minutes daily

Y5-6 – 30 minutes daily

For Foundation Stage children and children in Key Stage 1, we ask parents to sign and date reading records. Reading skills will be taught as part of the weekly timetable; staff and volunteers will use an internal system to record this and will not sign reading records.

Key Stage 2 children are expected to fill in their own reading diaries regularly (under the supervision of the parent) with the date, title of the book they are reading and a note of the pages read. The children are also encouraged to write comments about the books they have read.

Main home learning activity

Year 1 and 2 – weekly Friday home learning that alternates between maths and English/topic.

Years 3 and 4 – weekly times tables (for a weekly test), and a longer weekly task alternating between English/topic and maths

Years 5 and 6 - 2 longer tasks each week - English/topic and maths.

Year 6 - In Year 6, children will be given specific revision-based homework, related to SATs. This will start after the February half term.

In the summer term, children in Year 6 may receive more home learning in order to prepare them for secondary school.

Occasionally extended projects running for a few weeks will be set.

We expect children to maintain the same standards for presentation of home learning as we set in school i.e. to use their best handwriting and a sharp pencil or black pen.

All classes give out weekly home learning on a Friday. If it is a piece that needs handing in, it is expected to be returned by the following Friday. On occasion, the home learning may be a task that is required to be completed earlier, in order to link in with lessons.

The work should always have been explained and discussed in class before coming home; it may be a continuation of classwork, or a maths games already familiar to your child. It is our intention, and good practice, not to send work home that the child cannot already do i.e. parents are not expected to teach new skills.

Feedback to Children/Parents

We endeavour to give prompt feedback to children about their home learning. The work is always marked but time does not always allow for the detailed written comments that are often given for work undertaken during school lesson times. The teacher's feedback is often verbal. Detailed marking by the teacher is not always appropriate as home learning is often consolidation of class work or preparation for future work.

The tasks set will not always need to be handed in; there are other ways in which teachers will respond or give feedback, for example, sharing results in class discussion or putting work onto a display.

Sometimes the children will mark their own or each others' work. This is in accordance with Assessment for Learning, which encourages children to assess their own work or the work of their peers, and is proven to be a motivating factor.

Monitoring Arrangements

The Curriculum Committee of the Governing Body will monitor feedback from pupils and parents.

Consultation

Parents (through the parent questionnaire) were consulted about this home learning policy.

Review date: September 2018

Next review: September 2019

