



ST MARY'S
Church of England Primary School

HOME LEARNING POLICY

Introduction

Home learning refers to activities that pupils are asked to do outside lesson time, either on their own or with parents or carers. Learning at home is an essential part of a good education, reinforcing learning in the classroom and developing the skills and attitudes our pupils will need for successful, independent lifelong learning.

Aims

Through this policy we aim to:

- Ensure that parents/carers are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use home learning as a tool to help 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 and their families to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for independent learning.
- To practise or consolidate basic skills and knowledge, especially in numeracy and literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

Examples of home learning tasks that may be set:

FOUNDATION STAGE AND KEY STAGE 1:

- Numeracy activities, such as playing number games, investigating, measuring, telling the time
- Sounds/letter games
- Making up own stories and other activities linked to literacy teaching
- Finding out information
- Topic work activities (eg: models, posters, leaflets, poems, maps, art, music)
- All children in Key Stage 1 are expected to spend time reading every day, with an adult or other older family member. Parents can help children read by:
 - Reading a variety of stories together
 - talking about the stories you read
 - letting them see you read
 - writing lists and notes together
 - helping them read signs and labels
 - visiting the local library
 - sharing songs and rhymes
 - listening to story tapes
 - talking about things they are doing

KEY STAGE 2:

- learning and practising spelling patterns
- maths investigations
- Writing activities linked to literacy teaching
- Topic work activities (eg: research, preparing oral presentations, models, posters, leaflets, poems, PowerPoints, books, maps, art, music)
- All children in Key Stage 2 are expected to spend time reading every day. Parents can help to promote positive attitudes to reading and encourage to children read by:
 - reading with them from books, newspapers, magazines, and digital sources; and talking with them about the ideas or information they contain
 - encouraging them to read everyday print – newspapers, leaflets, instructions, guides, recipes, e-mails etc
 - visiting the library
 - giving them plenty of chances to write, for example, lists notes and letters

These are not exhaustive lists. Home learning tasks will be varied and will reflect school and class learning. When possible children will be given choices of ways to respond to the home learning prompt.

BROAD GUIDANCE FOR WEEKLY HOME LEARNING TIME	
Reception	1 hour
Years 1 and 2	1 – 1.5 hours
Years 3 and 4	2 hours
Years 5 and 6	3 hours

SHARED RESPONSIBILITIES

The school is responsible for:

- Ensuring Home Learning policies and procedures are regularly evaluated and consulted on, communicated to all stakeholders and followed.
- Maintain high expectations of home learning, and provide positive recognition for learners who show good attitudes and effort
- Providing support for parents through resources on the school website, opportunities to come into school, workshops to demonstrate methods etc.

Individual Teachers are responsible for:

- Establishing clear home learning procedures
- Communicating such procedures to parents as widely as possible (letters, school website etc)
- Setting appropriate home learning tasks which reinforce and consolidate class learning; but more importantly motivate and inspire children to learn independently.
- Ensuring that children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them;
- Preparing and following up home learning tasks, (this may be through sharing in class, joint and peer marking, feedback stickers/stamps etc) and rewarding quality exceptional effort
- Liaising with parents when there are concerns about home learning

Pupils are responsible for:


- Tackling home learning promptly and with a positive attitude;
- Reading at home and returning Home Reading card/book on time;
- Being organised and remembering to take home learning home and return it on time;
- Taking responsibility for their own learning and completing work within the agreed time;
- Taking pride in presentation and content, acknowledging the high personal standard expected. (Children should apply the same rules for pen/pencil use as in class work – no coloured pens, no writing in felt tip, etc.

Parents are responsible for:

- Providing suitable, quiet surroundings where pupils can do their home learning, free from distractions such as TV, digital devices, pets and siblings!
- Encouraging younger family members to play quieter games if in the same room;
- Making it clear to children that they value home learning, and support the school in explaining how it can help their learning;
- Encouraging children with a task, giving support if appropriate and giving praise for effort and perseverance.
- Recognise that all types of home learning activities (whether art & design based, written, computer based etc) hold equal importance.
- Keeping school informed of any changes in the child's learning circumstances which may affect learning.

Home learning should not be a stressful experience between parent and child. This leads to poor learning, negative attitudes and defeats the whole purpose. Parents are asked to discuss with their child's class teacher any issues arising from home learning..

Policy reviewed January 2016 (following consultation with children, staff and families)

Signed: .....Chair of Governors

27 JAN 2016