

# Curdworth Primary School

## Home Learning Policy



September 2019

## Home Learning Policy

### Rationale

The partnership between learning at school and home is vital for a good education. Regular home learning is important, since it helps children develop key skills and gives them opportunities to consolidate and reinforce their understanding of objectives taught in class. This helps children to become confident and independent in their learning, which will help them throughout their time at school and in adult life.

### Aims

Through this policy we aim to:

- ensure consistency of approach throughout the school;
- ensure progression towards independence and individual responsibility;
- ensure the needs of the individual pupils are taken into account;
- ensure that children, parents and carers know what to expect;
- improve the quality of learning experience offered to pupils;
- extend and support the learning experience via reinforcement and revision;
- provide opportunities for parents, pupils and school to work in partnership;
- provide opportunities for parents and pupils to work together to enjoy learning experiences;
- allow children the opportunity to develop and apply skills which they we will be able to use in real life situations and throughout their life;
- encourage children to develop long term strategies for future needs; at year 6, to prepare children for secondary transfer.

### **Recommended time for Home Learning.**

For each new topic a 'menu of choice' will be set for each year group which will enable the children to build on skills and knowledge developed in class. Children should choose a different task each week and show evidence of this in their Home Learning Log. A piece of maths home learning for children to complete at home will also be issued weekly in the back of the Home Learning Log - this may be a prompt for the child to log on to TT Rockstars to complete an activity.

Early Years & Key Stage 1	Reception, Year 1 and Year 2	Reading daily - 5/10 minutes. Reading diaries signed at least once a week (daily if possible). One activity from the topic menu - around 30 minutes per week. One piece of Maths home learning - 15 minutes per week. Home Learning Logs will be handed out on a Friday and need to be returned to school the following Wednesdays.
Key Stage 2	Year 3 and Year 4	Reading daily - 10 minutes. Reading diaries signed at least once a week (daily if possible). Times tables - 10 minutes per week. One activity from the topic menu - around 30 minutes per week. One piece of Maths home learning - 15 minutes per week. Home Learning Logs will be handed out on a Friday and need to be returned to school the following Wednesdays.
Key Stage 2	Year 5 and Year 6	Reading daily - 15 minutes. Reading diaries signed at least once a week. Times tables if appropriate - 15 minutes per week. One activity from the topic menu - around 30 minutes per week. One piece of Maths home learning - 15 minutes per week. Home Learning Logs will be handed out on a Friday and need to be returned to school the following Wednesdays.

### **Inclusion**

Children are given differentiated tasks appropriate to their abilities. Sometimes home learning tasks are linked to targets outlined in children's individual education plans.

### **Organisation and Monitoring**

At the beginning of the year children are issued with a Home Learning Log and a Reading Record Book, which parents are encouraged to check on a regular basis and comment in.

This enables parents /carers and teachers to monitor and support children with home learning and serves as a reminder to children whilst learning at home. It also helps children to develop independence and organisational skills.

Parents and teachers are able to communicate any issues or concerns through regular comments in the Home Learning Log, helping to build the home-school partnership, which is key to children's learning. Comments on 'home-reading' are also recorded by children and parents.

### **Roles and Responsibilities**

#### **Teachers**

Teachers issue weekly home learning every Friday and collect it on the following Wednesday.

A half termly menu of choice, for topic homework, should be issued at the start of each half term. Children should be provided with a clear menu of tasks, which should be stuck, on the next clean page, at the the front of the book.

A new piece of Maths home learning will be stuck into the back of the Home Learning Logs each week and will support learning that children are doing in school. This will be differentiated to suit the needs of groups of children.

Teachers will mark the topic home learning alongside the children at the end of each half term. Parents / carers are informed through the marking slip in the Home Learning Log if home learning is considered to be outstanding, acceptable or unsatisfactory. Children may be given additional verbal feedback or written feedback each week. Maths home learning will be marked on a weekly basis.

Teachers monitor home reading books chosen by children to ensure that they are at appropriate levels of challenge.

#### **Children**

Children will choose at least one task from the topic menu each week and show evidence of that task at the front of their Home Learning Log. Children will complete one piece of Maths home learning at the back of their Home Learning Log each week.

If they are absent, they ask their teacher for their home learning for that week on their return to school.

Home learning should be completed in line with presentation expectations and handed in on time in the book provided. Reading Record books are presented to class teachers to sign / comment every week. Children must ensure that their school reading book and reading record are in school every day. They must also ensure that parents / carers have the opportunity to read, sign and comment each week.

### **Parents / Carers**

The school recognises that parents and carers have a key role to play in supporting pupils' home learning. The nature of this role will change as children get older. For some of their home learning, particularly with younger children, parents and carers will be encouraged as far as possible to become actively involved in joint home learning activities.

To avoid 'battles' over home learning it is recommended that :-

- children are allowed to work at an appropriate pace.
- acknowledgement is given to their own interests;
- the task is undertaken at an appropriate time when the child is best able to concentrate;
- children may need lots of encouragement, praise and even company and help for certain tasks;
- learning at home is perceived as a shared activity;
- learning at home is planned carefully around other interests to avoid clashes;
- it should not be used as a threat or punishment;
- a reasonably peaceful, suitable place is provided in which pupils can do their home learning - alone, or more often for younger children, together with an adult.

### **Failure to complete Home Learning**

Parents / carers will be contacted if children consistently fail to complete home learning. Children not participating in home learning activities such as research or collection of objects or information are likely to feel disadvantaged in subsequent lessons. Incomplete consolidation tasks or failure to devote regular time to reading, spelling or number facts will clearly hinder children's progress.

### **Evaluation and Review**

Effectiveness of the implementation and success of this policy is evaluated annually against the aims outlined on page 1. The Senior Leadership Team will make judgements based on feedback from teachers, parents / carers and children through discussion, questionnaires and consultation with the School Council.