

Policy	Home Learning Policy
Ratification date	27th September 2021
Next review date	September 2022
Signatories	 Head Teacher  Chair of Governors

What is Home Learning?

Home learning refers to any learning activity which children are asked to do outside their normal school day, either on their own or in the company of their parents or carers. It can make a valuable contribution to learning when:

- Tasks are carefully planned and structured to support progression in learning, as part of a school's schemes of work. A curriculum meeting is held at the beginning of each year to inform parents/carers of the work that the children will be covering, and a curriculum map sent at the start of each term.
- Pupils and Parents/Carers are very clear about what they need to do and by when.
- Parents/Carers are treated as partners in their children's learning.

Aims of Home Learning

Many children already have busy extra-curricular lives and they should also have some time to relax and time to play. We understand that for some children there will be circumstances that, on occasion, may prevent them from completing their home learning. However, that being said, children are only in school for 5hrs teaching time per day 5x per week with a tightly packed curriculum, and so we consider learning at home to be important. We aim:

- To provide children with further opportunities, either independently or in the company of their parents/carers, to consolidate, reinforce and/or extend knowledge, skills and understanding.
- To use home learning to aid understanding and develop enthusiasm before a lesson or topic.
- To help to raise standards of academic achievement throughout the school.
- To encourage children to develop the confidence and self-discipline needed to study on their own and to foster a positive attitude towards learning out of school.
- To help develop an effective partnership between home and school, and to involve parents in their children's learning.

What does Home Learning Look Like?

The tasks expected of Home Learning change as children get older, but for all learners across the school will focus mainly on **frequent and regular** Reading, Spelling & Grammar and Mathematics skills practice. This will benefit your child's progress in addition to valuing time spent learning with family at home.

Year groups will also have additional, project menus incorporating foundation-based subjects. These will be given out at the start of each ½ term and pupils can choose 1 or 2 activities to complete over a number of weeks. Participation is encouraged, but is not compulsory. It is important to note, as with all Home Learning, that this is a project for pupils, and not for parents!

For children in Key Stage 1, daily tasks should take around 10minutes with focus on developing a partnership with parents/carers, involving them actively in children's learning. Parents/Carers will be expected to read regularly with their child(ren) and share Phonics and Maths activities which consolidate basic skills repeatedly, providing an essential opportunity for young children to talk about what they are learning to an interested adult, practising key skills in a supportive environment.

As children get older, Home Learning provides an opportunity to develop the skills of independent learning and can take up to 30minutes per day. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time the children reach Year 6, children manage their time to ensure they can complete the tasks assigned by the required deadline. This approach will benefit their learning and also ensure that, in relation to independent learning, their transition to Year 7 at secondary school is as smooth as possible.

Our expectation is that children read **daily** with an adult at home, with **a minimum requirement of 5x per week**. Where this becomes difficult due to other commitments, or children are identified as requiring support with regular reading, they will be given the opportunity to do so in school during break and lunch times. This is not a punishment, rather it is recognition that time spent reading regularly will enable your child(ren) to make better progress.

We recognise that family time is precious, but when a child is learning at home and has errors or misconceptions, these need to be corrected and/or talked through. The class teacher can support with this in school if they are made aware of the difficulty.

The School will:

1. Ensure that pupils have access to reading books from the School's Phonics / Reading scheme (EYFS & KS1) or access to the School library (KS2) to ensure children have resources to read at home every day. Pupils in Y3 upwards will have access to Accelerated Reader to complete online quizzes around a book they are reading.
2. Provide pupils with logins and direct them to online Reading, Mathematics and Spellings practice using some or all of the following: Google Classroom, Mathletics, Readwriter & Busy Things. Pupils from Y2 upwards will also be set tasks online using Times Tables Rock Stars.
3. Use Reading Records (EYFS - Y3) and Accelerated Reader analysis to record progress and use this to make assessment judgements to report to parents/carers at consultation evenings and end of year reports.
4. Set Home Learning tasks which the class teacher feels are appropriate to the needs and abilities of the children. All children, including those with special educational needs, should be set tasks which give them the opportunity to succeed.
5. Where home learning has not been completed over a sustained period, the teacher will contact the parent/carer to discuss the matter.
6. Use online tool analysis to support inter-class and whole school celebration of learning to encourage participation for all pupils.

Parents/Carers will:

1. Make it clear to their child(ren) that they value Home Learning tasks and support the school by explaining how it can help their learning (as per the Home-School Agreement – Pg 5-6).
2. Prompt children to complete any Home Learning which may have been set.
3. Choose to support their child(ren) in the completion of daily tasks and learn more about their progress.
4. Provide the child(ren) with a quiet area to complete their Home Learning, away from the distractions of the TV or siblings.
5. When their child(ren) asks for support to complete their tasks, parents/carers should be careful to ensure that learning of skills and/or knowledge is not compromised by giving too much help.
6. Encourage their child(ren) and praise them when they have completed their Home Learning.
7. If, for any reason, Home Learning activities become too difficult for the child to complete, or cause negative feelings, distress or unhappiness, parents/carers should contact the class teacher to discuss the matter before attempting to resume the work.

Equal opportunities

1. At all times, each child's age, ability, cultural background or any exceptional social arrangements will be taken into consideration when Home Learning deadlines are set.
2. The same Home Learning will be set for both girls and boys.
3. Particular care will be given to adapting Home Learning tasks to suit individual Special Educational Needs and Disabilities.
4. Opportunity for investigations to stretch and/or inspire higher prior attaining pupils will be provided. This work will frequently be more open-ended in style and involve the children analysing or synthesising different sources of information.

Health and Safety

1. Care will be taken to mention any potential health and safety risks when setting longer-term Home Learning activities. For example, when studying Electricity as a topic, a reminder will be given about the dangers of mains electricity when setting the task of looking for sources of energy in the home.
2. Children should understand that they are not expected to undertake outdoor activities without the prior knowledge and/or supervision of a parent/carer.
3. Children should not be tackling unreasonable amounts of Home Learning. The school considers the time allocations indicated previously as reasonable.

Exceptions to this policy

If Parents/Carers decide to arrange for their annual holiday during term time, Home Learning in the form of missed lessons **will not be provided**. Similarly, when children are unwell and unable to attend school, the class teachers will assume that they need to rest to recover from their illness and Home Learning will not be set. In the final example, for longer-term absence, the Headteacher will use her discretion.

Home-School Agreement

Child's Name: _____

To be signed at the start of each academic year at consultation evenings*

We agree to:

	School	Parent / Carer	Pupil
Teaching & Learning	Preparing and teaching quality lessons.	Take an interest in school work.	Always trying my best.
Home Learning	Providing home learning in line with School Policy.	Actively supporting home learning activities that support learning and understanding; Encouraging child(ren) to partake in home learning regularly as per the School Policy.	Taking part in my home learning regularly.
Behaviour	Promoting a high standard of behaviour Following the School's Behaviour Policy.	Encouraging good behaviour in and out of school in line with the School's Behaviour Policy.	Following the Golden Rules; and The 5 R's Resilience Reflection Reciprocity Resourcefulness Respect
Attendance & Punctuality	Expecting good attendance and punctuality from everyone.	Ensuring regular and punctual attendance.	Coming to school every day on time.
Organisation	Encouraging the wearing of school uniform; Setting out clear guidelines about equipment needed.	Supporting the school's dress code; Providing appropriate kit for PE and other lessons taking account of the weather.	Wearing School Uniform; Taking good care of my own and the School's Belongings.
Communication	Offering an 'open-door' welcome and fostering open and supportive relationships; Termly reporting on progress, effort and achievement and highlighting any problems; Sharing information about school activities; Listening to and acting upon parental concerns and complaints.	Sharing with school any concerns in line with the School protocol 'Raising a Concern at Wheatfields'; Attending termly parent consultation meetings; Taking an interest; Reading and responding to communications from school as appropriate; Following the School's Complaints Procedure.	Letting my teacher or another member of staff know if I have any worries; Sharing my work with the adults at home; Talking about my progress and efforts – recognising where these may need improving and taking action; Making adults at home aware of any School communication.

***Please turn over to sign**

	Teacher	Parent	Pupil	Date
EYFS				
Y1				
Y2				
Y3				
Y4				
Y5				
Y6				