

Home Learning Policy

Jan 2020



COMPTON C of E PRIMARY SCHOOL HOME LEARNING POLICY Reviewed Autumn 2019

RATIONALE

Home learning is the means by which children can learn to take responsibility for, and gain independence in their own learning. It gives children the opportunity to broaden or consolidate learning covered in class. It also gives the children the opportunity to practise and learn essential skills and knowledge.

It is an important link with parents who can see first hand the capabilities of their child and the learning covered in school and this is reflected in our Home School Agreement. Our children have told us that what they value above all else is the assistance of an adult at home in their learning and home learning offers this opportunity.

As a school we support home learning by setting activities, marking them and encouraging children to complete them on time. We regard completion of home learning as a partnership between school, child and parents/carers. Our expectation is that children will complete home learning activities and will contact parents/carers if their child is failing to do so. We will continue to support home learning for that child with parental agreement and support.

AIMS

- To make children responsible for their own learning
- To encourage independence in the learning process
- To give children the opportunity to broaden and / or consolidate their learning
- To give the children the opportunity to practise basic skills and learn essential knowledge.
- To create a partnership with parents/carers in the learning process.

ORGANISATION

Home learning includes reading and practising number work such as tables and number bonds. Our home learning reflects this with a variety of types of activities set for children over the year and throughout their school life. Full details of home learning activities timetables and content are described in the guidelines that follow.

GUIDING PRINCIPLES

Home learning should be a meaningful time for a child that contributes positively to their learning. To ensure this, staff should be aware of certain guiding principles:

- Generally, home learning should provide an opportunity to reinforce learning covered in class.
- Home learning should be straightforward and satisfying to complete
- Children should not be set home learning they do not know how to do
- Children should have access to the resources to complete their home learning
- Where appropriate, home learning should be differentiated
- Home learning set should be 'fair', ie all children should have equal opportunities and equal access to resources required to complete the homework
- Teachers should work with and support parents/carers in enabling children to complete their home learning well.
- Teachers should keep parents/carers informed if there are any concerns about the standard of home learning activities or the lack of completion.

ASSESSMENT & RECORD KEEPING

All home learning should be constructively marked and returned with comments if appropriate. Teachers should keep records of home learning as they would with any other piece of school learning. Where appropriate, when marked and returned, home learning should be filed by the child in an appropriate place to add to the child's ongoing record of work completed or taken home.

Home Learning Guidelines - Infants

Timetables/Timings and content

F - From January children in EYFS will be set a Super Mario word challenge. Each week the children will need to learn to read and spell two words. They'll be assessed on a Friday and if they have achieved this target they'll move to the next level in the challenge.

F Parents change reading books weekly (x2 books taken at a time) after their child has read it three times, once for accuracy, once for fluency and once for comprehension.

Y1 - reading book changed weekly but days may vary according to class teacher

Y1 - Common Exception words fortnightly

Y1 - occasional topic related open ended questions for the children to think about

Y2 - pupils are given opportunities daily to change their books when necessary

Y1/Y2 - weekly spellings. Common Exception words - ongoing

Y2 - An activity based on the weekly learning will be given on a Friday. This will be one of maths, English or topic. Children will have up to one week to complete this piece of work. Children are expected to spend up to an hour on this activity and complete in pencil, to a high standard.

Home learning activities will not be set for the Christmas, Easter or summer holidays.

Reading

- We would like children to share a book with an adult at home at least every other day
- Reading books 2-3 times per week for up to 15 minutes. Children are encouraged to read the book three times, once for accuracy, once for fluency and once for comprehension.
- There will be a guidance note in front of home school books to support parents with questioning. Furthermore, during our Meet the Parents meetings, in September, we highlight the importance of reading and how they can support their child.
- There will be a meeting for Foundation parents annually explaining our approach to reading and that we give a large percentage of the time to reading in our school. In addition, twilight phonic workshops are offered to all parents once their child has experienced set one in Read, Write, Inc.
- In Year 2, once the children have completed the reading challenge they are presented with a 'Reading Diary' and asked to complete challenges fortnightly, using pencil and to a high standard.

Differentiation

- F/1/Y2 - games/activities/reading books/Common Exception words are appropriate to the level and ability of child
- Extension activity may be incorporated into task

Spellings

- Y1/2 - weekly spellings are given linked to their learning. These may also include some Common Exception words they must know by the end of the year.

Number work

- F - General support at home. Parents given ideas on how to support maths at a twilight parent workshop.
- Y1 - General support at home and recognition of number bonds to 20.
- Y2 - tasks relating to number work being carried out in class. Extension activity incorporated in the task.

Communication

- F/Y1/Y2 - Children have Home School books for written comments. Parents are welcomed to comment on any sheet if they wish.
- Y2 - Teachers mark/comment on homework and then it is returned home for the child to keep.
- Y1/2 - spellings are marked weekly and at the end of every term. Parents will be sent a highlighted sheet to show their progress made with Common Exception words.

How do we address home learning that is not done or is not completed to the expected standard?

- Home learning in our school is a privilege. We will expect the children to complete the tasks but will not pressurise them if this is not done. In KS1 children will be encouraged to complete their home learning with praise, positive comments, stickers and stamps on their work.
- Teachers will keep a record to monitor if home learning has been completed.

Home Learning Guidelines - KS2

Timetables

- Home learning activities will usually be set on a Friday for completion by the following Thursday (Y3/4) and Friday (Y5/6).
- Home learning activities will not be set for the Christmas, Easter or summer holidays.

Timetables/Timings and content

- Regular home learning activities Year 3/4:
 - Spellings and/or tables and/or reading up to 10 minutes per night.
 - One piece of maths per week
 - One piece of English or topic per week.
- Regular home learning activities Year 5/6:
 - Spellings and/or tables and/or reading up to 15 minutes per night.
 - One piece of maths per week
 - One piece of English per week
 - One class focused task per week (though on occasion they may be set as 2/3 week projects).
 - SATs revision for Year 6 in the Spring Term

Reading

- We expect children to read a minimum of 3 times per week.
- We would like parents to indicate that they have shared reading with their child in the Y3/4 reading record book as well as ticking the child's Rainbow Reader bookmark.

- There will be guidance on reading offered at the Autumn Parent/Carer briefings and in any written guidance, encouraging parents to enjoy reading and listening to their child, rather than an evaluation of the process of reading itself.

Differentiation

- Maths groups are set, therefore the home learning is differentiated by set.
- Spellings are differentiated by ability and need.
- There will be a variety of open and closed tasks to extend and consolidate learning in class. Some activities will be differentiated by outcome and some will be differentiated activities.

Spellings

- Our spellings come from lists using guidance and resources from the National Curriculum.

Number work

- Times tables (plus number bonds if appropriate) - differentiated according to the maths set.

Communication

- We will inform parents about home learning expectations and content in the termly team letter and at the Parent/Carer briefings in the Autumn Term
- Home learning will be marked and kept in files/books that can be shared with parent/carers throughout the year.

Progression

- The structure of home learning activities will be consistent across the key stage.
- Year 5/6 content, time and expectation will exceed that of year 3/4.

How do we address home learning that is not done or is not completed to the expected standard?

Home learning in our school is a privilege. We will expect the children to complete the task. A Home Learning Club in school (currently Wednesday lunchtimes) is on offer for children who find it difficult to complete their home learning out of school.

Teachers will keep a record to monitor if home learning has been completed. Teachers will contact parents if their records show that an individual is regularly not handing in their home learning.

Home learning will be marked and rewarded in line with class learning.

Expectation of quality will be made clear and where appropriate, examples should be shown eg in maths work.

The class teacher should ensure that activity is clearly explained and that the children understand the activity.