

St Luke's C of E Primary School Home-learning Policy

Home-learning Policy
Achievements and Standards Committee
Reviewed: Summer 2020
For Review: Summer 2021

At St Luke's we believe that parents have a right to be involved in their child's education. We believe that parents want the best for their child and try to do the best for them. Indeed parents are the prime educators of their children. This policy will be reviewed on an annual basis.

Purpose of Home-learning

- To develop an effective partnership between the school and parents and other carers by involving and capitalising on parents' enthusiasm to become aware & involved in their children's work.
- To consolidate and reinforce skills and understanding, particularly in English and Mathematics.
- To extend school learning, for example through practising multiplication and division tables.
- To enhance the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- To encourage children as they get older to develop the confidence, self-discipline and organisational skills needed to study on their own.

Home-learning Content

The content of home-learning will change as children get older. For children in the nursery, reception and Key Stage 1 (Years 1 –2) developing a partnership with parents or carers and involving them actively in children's learning is the key purpose. As children get older home-learning provides an opportunity for them to develop the skills of independent learning. This will increasingly become its main purpose.

Home-learning can be set in many different forms, with many different expectations and outcomes. It will not necessarily come in the form of a written task but could be in the form of research, discussion, preparation for a lesson or in a practical task. Whatever home-learning is set, it should not cause undue stress on the pupil, family or the teacher. If a child is unable to complete their work through lack of time or problems with the task, parents can record this in the child's home-learning diary (KS2) or let their teacher know through a short note or letting the teacher know in the morning (KS1). Children in KS2 are welcome to use the ICT suite from 8.30am to complete their work. (They must report first to the Head or senior member of staff).

The broad tasks that children will be expected to do are set out below:

Nursery: Parents are welcome to stay and work with children in order to increase their child's confidence in learning and to understand the early year's curriculum. They are invaluable in developing children's knowledge and understanding of the world by talking and listening to them and taking them to places of interest. Parents are encouraged to share books with their children at home and the Nursery lending library is in operation to support this. Every fortnight children receive maths games from the lending library to consolidate and extend their knowledge.

Reception: Parents are invited to hear and discuss how to support their child in learning to read and develop other linguistic skills in the first half of the autumn term. Children take home reading books, a reading diary and key words which they are learning to read. In addition parents are expected to support children in learning new letter sounds with the accompanying actions when the phonic worksheets are sent home each week. Each half term parents will be provided with information about new topics in order to stimulate an interest outside of school. On alternate weeks children take home a maths game from the class library.

Years 1 and 2: Children take home reading books to share with parents. Home-learning in Years 1 & 2 is centred on a crucial 10-20 minutes reading aloud each evening and the learning of tables. Other learning activities may be given to consolidate class work. Sometimes this may be the child explaining to a parent

what they did/learnt in school that day. On alternate weeks children take home a maths game from the class library. Children may be given a range of mathematical activities to complete at home, for example games, multiplication tables and investigations. Children may also be given practice exercises in handwriting, spelling & completion of classwork.

KS2

Home-learning for children in Key Stage 2 will gradually increase in its demands and will take account of individual needs of children.

Years 4, 5 and 6 will be provided with home-learning diaries. Year 3 have a home-learning book. Teachers will write to parents each term enclosing details of topics and work to be covered. Timetables of the work to be covered each week by a class are displayed outside each classroom.

The broad tasks that children will be expected to do are set out below:

- Reading aloud to an adult on a regular basis
- Vocabulary and comprehension exercises
- Practising calculation strategies learnt in class
- Discussing with an adult the focus of a piece of writing, a topic area or a focus for debate
- Spelling and multiplication and division tables learnt and tested where appropriate
- Learning number facts and bonds
- Planning presentations
- Researching topics
- More open-ended investigation and research activities given to children at the discretion of the teacher
- Science investigations

Children may also be required to complete any unfinished class work at home. All home-learning books must be signed and dated by parents when each piece of work is completed. Further practice in basic skills e.g. handwriting may be set at the discretion of the class teachers after negotiation with parents.

The DfE has set out the recommended time allocation for home-learning, which we have adopted:

Years 1 and 2	1 hour per week
Years 3 and 4	1.5 hours per week
Years 5 and 6	30 minutes each day

Marking and Assessment

Home-learning has the same status as work carried out in school and will be assessed in line with school policies.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Setting of appropriate home-learning for children with special educational needs which does not demand too much or too little of children and their parents will be closely co-ordinated between class teachers, our special needs co-ordinator and parents, tasks will:

- have a very clear focus and time-guideline
- have plenty of opportunities for children to succeed
- help develop social as well as other skills where necessary
- be varied and not purely written assignments.

The role of parents and carers in supporting children

Staff are continually looking at strategies to help parents support their children's learning at school and at home, for instance: curriculum information meetings, parent teach-ins, information booklets and explanation hand-outs.

In general terms parents and carers are encouraged to:

- Provide a reasonably peaceful, suitable place in which children can complete their activities – alone or, more often for younger children, together with an adult.
- Make it clear to children that they value home-learning and support the school in explaining how it can help their learning.
- Encourage children and praise them when they have completed their set activity.
- Allowing your child the maximum opportunity for learning by supporting and encouraging them, but letting them have the satisfaction of completing the task themselves!

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