



Home Learning Policy

Chenies School



This policy was adopted in April 2016

This policy was updated in November 2020

The policy is to be reviewed by November 2021

Chenies School Home Learning Policy

1 Scope

This policy specifies how Chenies School plans and administers home learning.

2 Introduction

2.1 Home learning is anything that children do outside the normal school day, which develops their education.

2.2 Home learning is a very important part of a child's education and can add a great deal to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. We see home learning as an important way of establishing a successful dialogue between teachers and parents.

2.2.1 One of the aims of our school is for children to develop as independent learners and for children to be inspired to 'Love to Learn'. We believe that home learning is one of the ways in which children can acquire the skill of independence.

2.3 Home learning comprises of six key areas: English, Maths, Topic, The Arts, PE and ICT and is not confined to tasks set by the school. This is to encourage children to recognise that taking part in the wide range of out-of-school clubs, organisations and activities plays an important part in their education.

2.4 Home learning plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

2.5 All home learning tasks set by the school can be found either on Google Classroom or the class section of the weekly newsletter.

3 Aims and objectives

3.1 The aims and objectives of home learning are:

- To consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- To enable pupils to make maximum progress in their academic and social development;
- To help pupils develop the skills of an independent learner and become responsible for their own learning;
- To promote a partnership between home and school in supporting each child's learning;
- To provide educational experiences not possible in school.
- To help children develop good work habits for the future.
- To complete tasks to prepare children for future learning.

3.2 Features of Home Learning Tasks

- Learning is personalised and children will have ownership of their learning.
- Equality for all abilities, needs and interests.
- Recognise strengths that children may have that are not purely academic.
- Tasks are purposeful, engaging and motivational.
- Provide opportunities for learning to be shared and enjoyed with family members and peers.

4 **Types of home learning**

4.1 We may set a variety of home learning tasks:

- Calculation and Number
- Data Handling
- Investigating
- Measuring and Shape
- Performance
- Physical
- Planning and Designing
- Problem Solving
- Producing products
- Recording
- Reading and comprehension
- Research
- Speaking and Listening
- Spelling and Vocabulary
- Writing including word processing

4.2 We encourage all children to read every night to their parents and discuss the texts they have read.

4.2.1 The vast majority of children will be provided with a reading book from our Banded Reading Scheme; but we also encourage children to read other books, for example, from the school Library, local library, children's newspaper etc. Once children have completed our reading scheme they will have the opportunity to have free choice from our School Library

4.2.2 We give children in Key Stage One and Two, a school reading record book for parents to make any relevant comments each day.

4.3 We also ask Key Stage 1 and 2 children to learn spellings and / or mathematical tables or number facts as part of their weekly home learning.

4.4 In early years, activities are sent home, which help the children to share their learning with their parents.

5 Home Learning Task Expectations

5.1 Home learning expectations for each year group are as follows:

Reception:	Parents should read to their child every day. Children will bring reading books home which they may choose to read to and share with their parents.
Years 1/2	Parents should read to their child every day Children will bring a reading book home that we expect them to spend 10 minutes a day reading either to an adult or independently. There will be a weekly maths task set which should take no longer than 30 minutes to complete.
Years 3/4	Children should be reading either independently or to an adult for 15 minutes every day. A 30 minute weekly writing task will weekly be set. A 30 minute weekly mathematical task will be set.
Years 5/6	Children should be reading independently for 20 minutes every day. A 30 minute weekly writing task will weekly be set. A 30 minute weekly mathematical task will be set.

In addition to this the children are also expected to practise spellings from the year group lists and number facts, including multiplication tables

6 Amount of homework

6.1 We increase the amount of directed activities sent home to children as they move through the school.

6.2 If the children are not able to complete the set homework in the given amount of time it is acceptable for them to hand in uncompleted work.

7 Pupils with Special Educational Needs (including Gifted and Talented)

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special educational needs, we provide opportunities to adapt tasks so that all children can contribute in a positive way.

8 The role of parents

8.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel

necessary and provide them with the sort of environment that allows children to do their best.

8.2 Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

8.3 If parents have any problems or questions about any area of home learning they are encouraged to contact the child's class teacher.

8.4 As part of our equality duty, we will provide time and space during the school day for children who are unable to complete Home Learning tasks at home. We are also able to provide a school laptop on a loan basis to children who could not otherwise access google classroom.

9 Assessment

9.1 Submitted homework will be read by the class teacher and appropriate feedback given.

10 Monitoring and Review

10.1 In the first instance this is the responsibility of the staff. It is the responsibility of our Governing Body to agree and then monitor the school home learning policy. Our Governing Body may, at any time, request from our Headteacher a report on the way home learning is organised in our school.

Headteacher

Printed Name: _____

Signature: _____

Date: _____

Governing Body

Printed Name: _____

Signature: _____

Date: _____