



Home Learning Policy

Agreed by staff and Governors **October 2016**
Review date **October 2019**

Home Learning Policy

Parents are important partners in their children's learning. Children who are supported at home do better at school.

Introduction

At Damers First School we are committed to building strong home school links. We know that education is most effective where there is a positive partnership between home and school. We hope that additional learning at home will increase a child's enjoyment of learning and understanding. We know that it is crucial that we offer support to parents so that there is a better understanding of how learning can be further extended at home. Throughout the year we provide opportunities for parents and carers to learn more about their child's learning in school through curriculum evenings, parent workshops, Learning Exhibitions and information accessed through year group pages on our website. In this policy home learning refers to any activity which children are asked to complete outside of lesson time, usually with parents or carers.

Rationale for Home Learning

Home Learning is an important part of a child's education, and can add much to a child's development. We see home learning as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that home learning is one of the main ways in which children can acquire the skill of independent learning. Home learning plays a positive role in raising a child's level of attainment. While it is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our children. Equally valuable is family time spent at home, playing, talking, and seeing friends.

We strive for parents and carers to support their child with home learning, but to also encourage independence so that the pupil demonstrates what they can do themselves. This becomes increasingly important as the children move through the school to promote the independence required for managing home learning at middle school. At no point, should home learning cause undue stress on the pupil or family and we would ask that if a pupil is finding home learning overly stressful that you liaise directly with your child's class teacher.

The home learning set in each year group will be reviewed at the beginning of each school year to make sure it continues to be relevant to the children's learning needs.

The Role of the Class Teacher

- To provide an explanation of home learning tasks to all parents and carers when required and to give guidance on how they might assist their child
- To set up regular home learning with clearly agreed routines
- To set home learning that takes equal opportunities into account and is differentiated to meet each child's needs
- To ensure that home learning is purposeful and links directly to the curriculum being taught
- To reward and praise children who regularly complete home learning tasks
- To mark home learning and give regular feedback

The Role of Parents and Carers

- To support the school by ensuring that their child attempts the home learning
- To provide a suitable place for their child to carry out their home learning
- To encourage and praise their child when they have completed home learning
- To become actively involved and support their child with home learning activities
- To make it clear that they value home learning and they support the school by explaining how it can help learning
- To support their child with reading and read with their child as often as possible

The Role of Children

- To complete all home learning tasks set
- To bring all completed tasks into school on the correct day
- To present all tasks to a high standard and take pride in their work
- To challenge themselves by choosing appropriate tasks
- To seek support and guidance when needed

Home Learning Tasks

Home Learning can be set in many different forms with many different expectations and outcomes. Parents and carers should be aware that the nature and type of home learning changes throughout a pupil's education. Home learning will not necessarily come in the form of a written task and therefore may take a variety of different forms, however all home learning tasks and activities will have a clear purpose and assist the pupils in their development. Class blogs sometimes provide additional informal home learning opportunities and should be checked regularly. The table below outlines the home learning specific to each year group, however at times there will be adaptations and changes to this. There is more information about reading and Home Learning Leaflets below the table.

| Home Learning Expectations | |
|----------------------------|--|
| Foundation | <ul style="list-style-type: none"> • Children will take home a 'Phoneme Book' every day while they are learning their Phase 2 and 3 sounds to practise and consolidate their daily phonics learning in school • Children are encouraged to read at home with an adult every day - this includes sharing books together and adults reading to their child • Topic webs will be shared with parents each half term so that parents can extend their child's understanding and children will be encouraged to pose questions they would like answered through the topic |
| Year 1 | <ul style="list-style-type: none"> • "Weekend Challenge" Every week children in Year One take home a "Weekend Challenge" which covers literacy, maths or phonics. They are encouraged to complete this at home and return it to school to share with staff • "My Special Book" Children also have a book which they can choose to write anything of interest to them in • Each term a home learning leaflet is sent home linking to the current learning happening in school • Children are encouraged to read at home with an adult daily, this can include sharing books and parents reading to their child • Children have also been provided with Reading Eggs logins and are encouraged to access this at home |
| Year 2 | <ul style="list-style-type: none"> • Children are given a weekly maths activity to complete. These activities are often games or practical activities that help reinforce and extend learning that is being developed in school • Each term a home learning leaflet is sent home linking to the current learning happening in school • Children are encouraged to read daily at home with an adult • Children are provided with Reading Egg logins and My Maths logins and are encouraged to access this at home |
| Year 3 | <ul style="list-style-type: none"> • Children are given a weekly maths or literacy activity to complete • Each term a home learning leaflet is sent home linking to the current learning happening in school • Children are encouraged to read at least four times at home with an adult • Children are provided with Times Table Rock stars (trockstars) logins and are encouraged to access this at home |
| Year 4 | <ul style="list-style-type: none"> • Children are given a weekly spelling/grammar activity to complete • Each term a home learning leaflet is sent home linking to the current learning happening in school • Children are encouraged to read at least four times at home with an adult • Children are provided with Times Table Rock stars (trockstars) logins and are encouraged to access this at home |

Home Learning Leaflets

In addition to the weekly tasks set, termly Home Learning leaflets are sent home in every year group. These tasks are more research and project based, but provide stimulating and relevant tasks for children. The tasks complement any topic work being carried out in school and are designed to provide children with a wide range of choice, allowing them to express their interests, skills and preferred style of learning. Children are welcome to undertake as many of the tasks as they wish. The leaflets are also available on the school website.

Reading

In all year groups children are provided with a Reading Diary which notes the books that the children have read. We ask that parents positively promote reading with their child. All children are requested to read at home, whether to an adult or independently. When parents hear their child read, we ask that they sign the Reading Diary and comment where appropriate. The diaries contain lots of ideas on how reading can be further supported at home. Book bags should be brought into school on a daily basis.

Use of ICT

A copy of the school's online-safety policy can be found on the school website. Children's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet. The use of IT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, teachers expect children to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. There are many websites containing highly educational material which can have a powerful effect on children's learning. We include links to educational websites on our school website so that families can access these. We make use of 'Reading Eggs', 'My Maths' and 'ttrockstars' in particular and encourage the children to use these at home also.

Inclusion (SEN, G&T, EAL)

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 and are differentiated to enable all children to contribute in a positive way.

Children who do not engage with home learning

It is the responsibility of all class teachers to see who has completed their home learning on the day that it is due to be returned. As long as a child's parents have not informed the class teacher of any unforeseen circumstances that have made it impossible for the child to do the home learning set, children who have not brought

their home learning back to school should be deemed not to have done it. If a child does not complete their Home Learning the class teacher will speak to the child's parents.