

Stoneydelph Primary School

Home learning Policy



Written by:	E. Parsons	Date: May 2023
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Date for review:	May 2025
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Approved by governors:	24 th May 2023
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Stoneydelph Primary School

Home learning Policy

Stoneydelph Primary School is a learning community that provides all children with the opportunity to develop as independent, confident, effective and responsible learners through an enriched, real and vivid curriculum.

This policy is intrinsically linked with our whole school approach and policy for Learning & Teaching. It has direct links with planning and assessment demonstrating the school's commitment to Assessment for Learning.

Rationale: Home learning is a very important part of a child's education and a key aspect of learning. Home learning helps children improve important skills, particularly independence and responsibility. We believe that home learning is a valuable opportunity for children to share with their parents/ carers things they have been learning at school, enabling parents/carers to work in partnership with their children and enjoy learning experiences together. It is one of the many tools staff will use to consolidate and extend the learning completed in the classroom. However, we also acknowledge the important role of play and free time to share with family and friends along with participation clubs and organisations that play an important part in the lives of our pupils.

Aims and Objectives: The aims and objectives of home learning are:

- a. To enable pupils to make maximum progress in their academic and social development;
- b. To help pupils to develop the skills of independent learners;
- c. To promote co-operation between home and school in supporting each child's learning;
- d. To consolidate and reinforce the learning completed in school, and to allow children to practise skills taught in lessons;
- e. To help children develop good work habits for the future.

Home learning Tasks: Home learning generally will be set once a week. This will include a focus on; reading, spelling practise, number bond/times tables practise and revision (Y6).

The teacher will provide clear instructions for each piece of home learning set.

All children will have reading journals which are used for recording books taken home and any dialogue with parents regarding reading.

Useful equipment to have at home: pencils, pens, ruler, colouring pencils, glue stick, dictionary.

<u>Year Group</u>	<u>Recommended time spread over the week:</u>
Early Years: Nursery & Reception	Reading/phonics as appropriate
Year 1 and 2	30 minutes
Year 3 and 4	45 minutes
Year 5 and 6	60 minutes

Some children may take less or more time than others.

Equal Opportunities and Additional Needs: All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan home learning activities that are differentiated, when appropriate, for the performance of groups and individuals, ensuring the needs of pupils are best met. We want ALL children to achieve their full potential. Completed activities are valued and celebrated through marking, Dojo-points.

What will happen if children do not complete their home learning?

If a child has difficulty with their home learning task it is expected that the child or the parent/carer will ask for support from the class teacher before the due date to ensure they are able to complete the activity or an alternative task can be set. This is useful information as it informs the teacher about the independent capabilities of the child.

The expectation is that children will complete their home learning. However, if there is an occasion where there is a valid reason for non-completion, we would ask that parents/carers send a message to the teacher explaining why.

Role of the Class Teacher:

- To set up regular home learning in an easily followed routine.
- To ensure that home learning is set consistently across classes within phases
- To ensure any home learning is purposeful and links directly to the curriculum taught.
- To reward and praise children who complete home learning tasks to the best of their ability.
- To give feedback to pupils.
- To explain home learning tasks to parents when necessary and give guidance as to how they might assist their child.

Role of the Headteacher and Governors:

- To check compliance of the policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- To inform new parents to the school of this policy and what it entails.

Role of the parents/carers:

- To support the school by valuing home learning.
- To support the school by ensuring that his/her child attempts the home learning.
- To provide a suitable place for their child to carry out their home learning.
- To become actively involved and support their child with home learning tasks (i.e. listening to reading, checking spellings and maths facts)
- To encourage and praise their child when they have completed their home learning.
- To provide an explanation to the class teacher, if for any reason, their child is unable to complete the home learning.

Role of the child:

- To ensure they have everything they need to complete their home learning.
- To make sure they understand the tasks they have been set.
- To complete home learning with the same level of effort as would be expected in class.
- To hand the home learning in on time.
- To take on board any feedback about home learning.

Monitoring & evaluation: Monitoring activities relating to task planning and completion will be carried out by Leaders and Subject Leaders.