

St Edmund's Catholic Primary School

&

St Joseph's Catholic Primary School

HOME LEARNING POLICY

Policy Adopted: Spring 2015

Reviewed: Autumn 2018

Review Date: Autumn 2021



Learning at Home Policy

School Mission Statement

Introduction

This policy has been developed by the staff and governors to support the educational growth and development of the pupils of the partnership schools when they are learning outside of school hours.

Rationale

At St Edmund's and St Joseph's we believe that learning both in and out of school needs to be a rewarding experience for all those involved. Home learning can be any activity that children do outside the normal school day that contributes to their learning in response to guidance from school. Home learning can encompass a whole variety of activities instigated by teachers and parents to support children's learning. The role of play and free time should not be underestimated in its importance to a child's natural growth and development. Developing social skills, interests and hobbies are all vital to support academic achievement in school.

Aims and Objectives

- To ensure children have positive experiences of learning both in and out of school.
- To promote a partnership between home and school in supporting children's learning.
- To guide parents in their role in supporting this positive experience.
- To allow children opportunities to practise the skills they are learning in school.
- To outline for teachers their role in providing work to be undertaken outside of the school day.
- To set clear guidelines for how much homework the children will receive.

Parents' Role

Before undertaking home learning with a child, parents should ensure children understand the task they have been given and have the correct information. The home learning should be undertaken in a relaxed and positive environment away from distractions like the TV or electronic devices. It is an opportunity for a child to share the skills and knowledge they have been developing in school with parents. Home learning is not designed as a test of teaching and learning. It is also a chance for a parent and child to learn together and share themes and topics they both enjoy. These interests could be enjoyed through visits to libraries, parks, museums, beaches. Each week the learning intentions are sent home to provide an overview of the learning that is being covered. From this information parents can talk to their children about what they are doing in school and share knowledge of their own. Parents need to treat their child individually and undertake tasks that are appropriate to their child, considering attention span, ability and enjoyment.

Teacher's Role

Learning Intentions should be sent to the office by the end of the day on Thursday ready to be sent on Friday morning. The learning intentions provide an overview of learning for the following week.

In Foundation stage & key stage 1 it should include details of phonemes being taught, high frequency words to learn to read and spell and key mathematical facts to be practised and learnt. As a guide children of this age should spend approximately a maximum of 15 minutes five times a week on home learning activities including reading.

In key stage 2 it should include details of spelling focus / strategy being taught, vocabulary to be learnt and key maths facts e.g timestables

In key stage 2 children will complete their learning logs each week based on one of the learning objectives for one subject. Over the course of the year all subjects should be covered. The Learning Log is a reflective journal and the children are free to choose how they respond- writing, drawing, power point, models etc. Children in years 3 & 4 are expected to spend a maximum of 20 minutes five times a week on home learning activities including reading. Children

in years 5 and 6 should spend a maximum of 30 minutes five times a week on home learning activities including reading.

All children are expected to read every day and record their reading in their home-school diary. Children in key stage 2 can record their reading themselves but parents are still expected to indicate they have read with their child regularly. All children can access Mathletics and Spellodrome to support learning at home and class teachers must monitor this on half termly basis

The learning of spellings, HFW and maths facts will be assessed through on-going classroom activities including dictations, quizzes, learning buddies and teacher feedback. Learning Journals will be shared in a variety of ways and children will receive feedback from their teacher and peers on their reflections. Not all pieces of home learning will receive formal feedback but will be acknowledged as completed either verbally or by written comment.

Home learning needs to be completed and opportunities for children to use Mathletics or Spellodrome will be provided as part of early morning activities. If a pattern emerges with a child consistently not completing home learning activities, teachers will contact parents to discuss the issue and seek to support both child and parents to be able to ensure activities are completed.

Home learning needs to be appropriate to the individual child. Teachers are responsible for providing activities that can be accessed by all irrespective of gender, SEND, race or religion. Subject leaders should support colleagues by ensuring appropriate resources are available to promote and encourage home learning across the curriculum.

Headteacher's Role

The headteacher and leadership team will monitor the use of homework to ensure it enhances the curriculum, teaching and learning of pupils and supports the improvement of standards of achievement.

Date of Review: Autumn 2018

Approved:

Date of Next Review: