



Home Learning Policy

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Name of Responsible Manager / Headteacher:	Jamie Dodson
Signature of Responsible Manager / Headteacher	
Signature of Chair of Governors	
Date:	

Rationale:

Home Learning is a key aspect of learning and has an important role to play in improving skills. We believe it is a valuable opportunity to continue a strong, supportive partnership between home and school and establishes learning as a life-long adventure that extends beyond the confines of the classroom. It is the intention of this policy to ensure consistency of approach and progression throughout the school that will realise the full value of Home Learning to each child.

Policy Aims:

At Kings Worthy we are committed to Home Learning as a strategy which:

- ensures a consistent approach across the school
- ensures progression towards independence and individual responsibility
- extends and supports learning
- deepens awareness that learning is a whole life activity
- provides an opportunity for parents/carers and children to work in partnership

Home Learning at Kings Worthy:

At Kings Worthy we believe that home learning should be enjoyable and manageable for all concerned and that if it becomes a burden, or source of conflict, it ceases to be a constructive aspect of teaching and learning. We would encourage individual children and families to set their own routines and teachers are happy to give advice to support this. At Kings Worthy we endeavour to ensure that home learning has a clear focus and time scale and hope that the children are motivated by positive incentives and the tasks themselves. Children are not punished if they fail to complete tasks, however, discreet home learning registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

Weekly Expectations:

The quantity, frequency and difficulty of tasks vary across the year groups and Key Stages. The following tables set out what home learning will be set across the range of year groups:

Reception and Year 1

	Frequency
Reading	At least four times per week recorded in the child's reading diary
Phonics/tricky words task	To practise phoneme and tricky word cards at least twice a week
Maths	To practise activities involving counting objects and finding 1 more and 1 less than a number up to 20 at least once a week

Year 2 and 3

	Frequency
Reading	At least four times per week recorded in the child's reading diary
English	Fortnightly Set on a Friday to be returned on a Wednesday Set on alternate weeks to maths
Maths	Fortnightly Set on a Friday to be returned on a Wednesday Set on alternate weeks to English

Year 4, 5 and 6

	Frequency
Reading	At least four times per week recorded in the child's reading diary
English	A weekly task set on a Friday, to be returned the following Wednesday
Maths	A weekly task set on a Friday, to be returned the following Wednesday

At Kings Worthy we believe reading is a key aspect of developing a child's learning. We value parents and carers reading with and to their children because it allows them to enjoy texts they might not be able to read alone, therefore improving many key skills which enable a child to access the wider curriculum. Reading should be recorded in a child's reading diary and signed by an adult at home. Reading diaries will be checked weekly by class teachers and three house points awarded if four entries of reading have been made.

From Year 2, English and maths home learning tasks will be shared with the children on a Friday. Tasks may vary to consolidate prior learning or to explore a new topic. Tasks may be set on paper in the child's home learning book or set online to complete. If set online, a record of this will be put inside the child's home learning book.

In Years 2 and 3 English tasks will be centred around the investigation of a particular spelling rule or pattern. Weekly English tasks in Years 4, 5 and 6 will be a mixture of spelling investigations and vocabulary and grammar work. Children are expected to continue practising specific areas of maths that they find tricky at home. For example, times tables, number bonds and counting. Children in Year R and 1 are expected to practise activities involving counting and from Year 2 children have logins to Times Table Rockstars which they can access from home in order to practise their times tables. From Year 3 all children have logins for 'MyMaths' which they can access at home with permission. This is a programme that can support children further in their learning of mathematics.

Feedback and Support for Home Learning:

Home Learning is valued by the teacher and the children, and is followed up in class through a variety of ways such as: marking, discussion, inclusion of research findings in class work and sharing with peers. All homework is valued and, if looked at individually, will be acknowledged by staff or may be self-marked by the children. A house point will be awarded for home learning brought in on time and further house points may be awarded by the class teacher for the work itself.

Depending on age and ability, children are encouraged to use a range of strategies to complete their home learning, including

- drawing on their own knowledge, skills and understanding
- discussion with parents/family, etc.
- reference to source material - books, I.C.T., etc.
- practising and self-checking
- time management, drafting, etc.

Parents are asked to encourage their children to undertake and complete home learning tasks in order to promote a good attitude to work, self-esteem and a sense of achievement and improved standards of performance

Should home learning present a problem, then parents are asked to seek support. Parents are encouraged to speak to the class teacher about any home learning concerns.

If a child has difficulty with a task set, then we would expect them to ask for support from the class teacher before the due date to ensure they are able to complete the work, or alternative work can be given. 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 for any reason children are unable to complete their home learning, parents or carers should provide the class teacher with a note or contact the class teacher explaining why the homework has not been completed on the day that the home learning was due to be returned to school. Teachers will keep records of children completing home learning and these records will be checked on a regular basis. A comment will be made on the children's annual report.

Improving key life skills:

Social skills, evaluation skills, problem solving, managing feelings and working collaboratively are key life skills. Developing key life skills improves children's motivation and approach to life and learning. Working together as a team/ sharing/ communicating feelings develops a confident child who has no fear of getting things wrong or having a go! Activities/ games/ helping around the house can develop maths and English skills but also vital life skills and are fun too!

For example:

- Board games - Playing scrabble is a great way of learning to spell but also teaches turn taking, solving problems, losing! The game 'Articulate' develops children's vocabulary and speaking and listening skills.
- Card games are great for developing mental maths, independence, patience.
- Dominoes are a great way to learn number bonds.

We would encourage families to take part in these key life skills regularly and use this as an opportunity to develop skills as well as spending quality time as a family.

Equal Opportunities:

Teachers will ensure that Home Learning is used appropriately to meet the needs of all the children regardless of ethnicity, gender, ability, attainment or social background (N.B. as in the equal opportunities policy) With regard to internet access then children who don't have internet access at home can do online tasks during the week at a designated time.