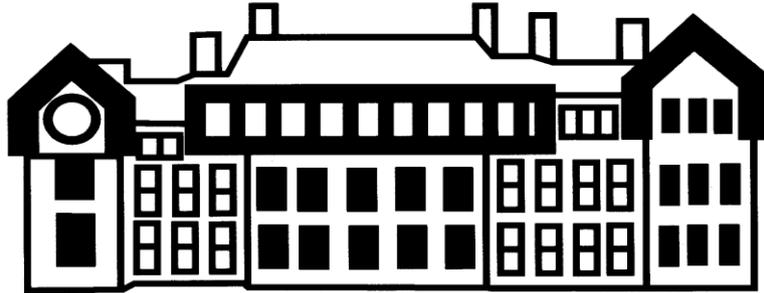


**GORDON**



**SCHOOL**

# Home Learning Policy

**Ratification date: July 2014**

**Review date: July 2017**

**Signed \_\_\_\_\_ Headteacher**

**Signed \_\_\_\_\_ Chair of Governors**

# Home Learning Policy

## 1 Introduction

**1.1** Our definition of home learning is any activity children do outside the normal school day that contributes to their learning, in response to guidance from the school. Home learning encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning.

## 2 Rationale for Home Learning

**2.1** Home learning is an important part of a child's education, and can add much to a child's development. The educational experience that the school provides is limited by the time and resources available; children can therefore benefit from the complementary learning at home.

**2.2** We see home learning as an important example of collaboration between teachers and parents/carers. The tasks set by teachers usually link closely to activities recently carried out in the classroom and thus provide parents/carers with an on-going indication of the learning that is taking place in school.

**2.2** Home learning can play a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. Whilst home learning is important, it should not prevent children from making maximum use of the opportunities available outside school.

## 3 Aims and Objectives

**3.1** The aims and objectives of home learning are to:

- enhance the progress children make with their academic development;
- help the children develop the skills of an independent learner;
- promote collaboration between home and school;
- enable all aspects of the curriculum to be covered in sufficient depth;
- provide educational experiences not possible in school;
- consolidate and reinforce the learning that has taken place in school, and to allow children to practice skills taught in lessons;
- help children develop good work habits for the future.

## 4 Home Learning Expectations

**4.1** The staff regard home learning as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.

**4.2** We set a variety of home learning activities and have a range of home learning expectations depending on the age and development of the children. Where appropriate, teachers will provide differentiated activities. The information below is a guide and the timings given are approximate.

#### **4.2a Nursery**

We send a book home on a Friday as part of our lending library scheme. We ask that an adult makes a comment in the *Home Reading Record Book*. In the term prior to moving into a Reception class we may send home some activities which will help the children to develop simple skills such as writing their name.

#### **4.2b Reception**

Children need to be able to read 15 sounds before they can successfully attempt to read a book. Prior to knowing 15 sounds the children can take books home for an adult to read to them. Once the children have demonstrated an understanding of 15 sounds we give them books to take home to read with an adult. The reading at home needs to be recorded in the child's *Home Reading Record Book* which includes guidance to support parents/carers on how to make the reading experience beneficial. We also send home phonics and simple maths activities once a week.

**Home learning activities for the children in Reception (including reading with an adult) should take approximately half an hour each week.**

#### **4.2c Years 1 and 2**

The children take books home to read with an adult. Comments need to be made in the child's *Home Reading Record Book* each time they read. Initially, comments will be made by the adult but as the child's literacy skills develop they may begin to include their own comments. The children will also be given spellings to learn and opportunities to practise mathematical skills. The most effective way to learn spellings is to spend a few minutes each day going through them. If given a worksheet to complete, this should take 10-15 minutes.

**Home learning activities for the children in Years 1 and 2 (including reading to an adult) should take approximately an hour each week.**

#### **4.2d Year 3 and 4**

The children are expected to read regularly at home, both independently and to an adult. Comments need to be made in the Home Reading Record Book. The children will be given a range of literacy and mathematical tasks to complete at home. These include; spellings and times tables as well as worksheets to complete. When practising times tables and spellings, a few minutes each day is far more beneficial than a one-off extended period. Worksheets should take 15-20 minutes to complete.

**Home learning activities for the children in Years 3 and 4 (including reading independently) should take approximately an hour and a half each week.**

#### **4.2e Years 5 and 6**

The children are expected to read regularly at home, mainly independently but also to an adult at times. Parents/carers can still participate in the reading process by asking their child to tell them about the books they are reading. Comments need to be made in the Home Reading Record Book by the child and an adult. The children will be given a range of

literacy, mathematical and science tasks to complete at home. These include; spellings and times tables as well as interactive, practical and research tasks. At certain times they may also be given revision tasks to complete. When practising times tables and spellings, a few minutes each day is far more beneficial than a one-off extended period. Individual activities should take 20-30 minutes to complete.

**Home learning activities for the children in Years 5 and 6 (including reading independently) should take approximately two hours each week.**

#### **4.2f Whole School Home learning**

Sometimes we ask children to talk about a topic at home prior to studying it in school and to find out facts from adults. We may ask children to find and collect things that they then use in science, DT or art lessons, and occasionally we ask children to take some work home that they have started in school, when we believe that they would benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use local library, the Internet and other sources of information.

From time to time we will set every child in the school the same piece of home learning. Examples of this are to design *National Anti-Bullying Week* posters and summer holiday diary writing.

**4.3** Home learning is marked according to the general school marking policy. Home learning completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

**4.4** We give all of the children a folder in which to keep their work. Folders are lightweight but sturdy and should be maintained in good condition so as to reflect the important status of home learning and to instill a sense of pride in the children. We expect the children to bring their home learning folders into school on the correct days. This may vary from class to class so teachers will indicate the day(s) when folders need to be returned.

## **5 Inclusion and Home learning**

**5.1** 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 we endeavour to adapt any task set so that all children can contribute in a positive way. When setting home learning for pupils who have a special educational need, we refer to their specific objectives and targets.

**5.2** We appreciate that some pupils find accessing home learning activities a challenge, especially if the child has a special educational need such as dyslexia. To support all children with developing the skills to approach home learning activities we have produced the document *Guidance on Supporting Children with Home Learning*. This is available on the school website: [www.gordonprimary.co.uk](http://www.gordonprimary.co.uk)

**5.3** We recognise that children have individual learning styles, which means that whilst some activities require a particular approach we also plan tasks which can be completed in a number of different ways.

**5.4** Sometimes a home learning task will require internet access. Children who cannot complete computer based tasks at home will be given an opportunity to do so in school. Our E-Safety Policy states that teachers will provide a list of relevant child-friendly websites if they require the children to carry out internet research.

## **6 Marking and Feedback**

**6.1** For home learning to be meaningful to the child and for it to enable parents/carers to support their child's education, activities must be marked and there must be opportunities for feedback. The principles set out in the Marking and Feedback Policy are applied to home learning activities.

## **7 The Role of Parents/Carers**

**7.1** Parents/carers have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents/carers to encourage their child to complete the tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents/carers can support their child by providing a good working space at home and by discussing the work that their child is doing.

**7.2** We ask parents/carers to check the home learning folder and *Home Reading Record Book* at least once a week. We encourage the inclusion of comments from parents/carers, especially if their child has needed a great deal of support.

**7.3** If parents/carers have any questions about home learning, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Phase Leader.

**7.4** Information on how parents/carers can further support their children's learning in literacy, maths and science can be found on the school website.

**7.5** Parents'/carers' opinions on home learning often vary. Some feel their children receive too much whilst others would like their children to receive more. We have set out what we feel are appropriate age-related activities and amounts. If parents/carers would like their children to carry out more home learning tasks we suggest they access resources online or study books available in bookshops. However, we feel it is important to stress that the setting of excessive amounts of home learning can be detrimental to a child's self-esteem as well as their social and academic development.

**7.6** We have provided a list of recommendations for parents/carers who may wish to support their child's educational development in more general ways. Some of the activities below have a cost attached, but many others are free. Please check opening times and suitability for particular age groups:

**Local to Gordon Primary School**

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|---|---|
| <ul style="list-style-type: none"> <li>• <b>Eltham Palace</b></li> <li>• <b>Oxleas Woods</b></li> <li>• <b>Library &amp; Swimming Pool at the Eltham Centre</b></li> <li>• <b>The Pleasaunce</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Winter Gardens (Avery Hill Park)</b></li> <li>• <b>Five Arches – Footscray Meadows</b></li> <li>• <b>King John’s Walk – views over London</b></li> <li>• <b>Bob Hope Theatre</b></li> </ul> |
|---|---|

**In Greenwich**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Cutty Sark</b></li> <li>• <b>Maritime Museum</b></li> <li>• <b>Greenwich Park</b></li> <li>• <b>Royal Observatory</b></li> <li>• <b>Foot Tunnel</b></li> <li>• <b>River Quaggy</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Woolwich Ferry</b></li> <li>• <b>Emirates Airline</b></li> <li>• <b>Thames Path</b></li> <li>• <b>Nature reserve</b></li> <li>• <b>Browsing in book shops</b></li> </ul> |
|---|--|

**In London**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <b>Science Museum</b></li> <li>• <b>Natural History Museum</b></li> <li>• <b>Imperial War Museum</b></li> <li>• <b>British Museum</b></li> <li>• <b>London transport Museum</b></li> <li>• <b>Museum of Childhood</b></li> <li>• <b>Victoria &amp; Albert Museum</b></li> <li>• <b>Portrait Gallery</b></li> <li>• <b>National Gallery</b></li> <li>• <b>Tate Modern</b></li> <li>• <b>Tate Britain</b></li> <li>• <b>Somerset House</b></li> <li>• <b>London Parks</b></li> <li>• <b>London Zoo</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>London Aquarium</b></li> <li>• <b>City Farms</b> (There are a number of city farms in London; Newham is the nearest one.)</li> <li>• <b>Number 11 bus</b> (Rather than pay for an expensive tour bus, board the Number 11 at Liverpool Street bus station take in most of central London’s most iconic sights.)</li> <li>• <b>London Eye</b></li> <li>• <b>Crystal Palace Park</b> (dinosaurs)</li> <li>• <b>Kids Week</b> (This annual promotion enables children aged 16 and under to go to the theatre for free when accompanied by a full-paying adult.)</li> </ul> |
|--|---|

**A little further afield**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <b>Eagle Heights (Kent)</b></li> <li>• <b>Lullingstone Roman Villa</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Crofton Roman Villa (Orpington)</b></li> <li>• <b>Rochester / Dover / Walmer castles</b></li> </ul> |
|--|---|

**7.7** There is a huge amount of learning that can take place just by talking to children about the things we do every day: cooking, gardening, shopping, watching TV documentaries, etc.

## **8 Use of ICT**

**8.1** The use of ICT 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, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

**8.2** There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents/carers are advised to supervise their child's access to the Internet at all times.

**8.3** Some of the most important educational software we use in school can be bought by parents/carers on a home-user licence. This ensures that children are using age-appropriate software in their work at home. The school will supply interested parents/carers with details.

## **9 The Consequences of Non-Completion**

**9.1** There is an expectation that home learning activities will be completed. Younger children and those with special educational needs are likely to require support from adults at home. No sanctions are applied for non-completion in these cases.

**9.2** Children who are able to work at a more independent level will be required to complete home learning activities during playtime if they have not completed them at home.

**9.3** We understand that on occasion, events outside of school may make completing home learning activities difficult. Parents/carers should inform the teacher by making a note in the home learning folder. Teachers will speak with parents/carers if home learning activities are regularly not completed.

## **10 Monitoring and Review**

**10.1** It is the responsibility of the Headteacher to provide guidance for the staff in relation to the setting of appropriate age-related home learning activities.

**10.2** It is the responsibility of our Governing Body to agree and then monitor the school's Home learning Policy. This is done by the committee of the Governing Body that deals with curriculum issues

**10.3** This policy will be reviewed in three years, or earlier if necessary.