

	Name of School	Gidea Park Primary School
	Policy review Date	October 2018
	Date of next Review	October 2021
	Who reviewed this policy?	Pawan Sharma

Home Learning Policy

Whole School Approach

The process of learning is part of the whole living experience and not something which can be kept in a compartment marked 'school'. To maximise that experience, it is essential that learners are given opportunities to develop in a variety of situations, and for this reason we feel it is beneficial for the school to provide home learning tasks.

The purpose of home learning tasks

- To develop the partnership between home and school
- To consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy.
- To extend school learning e.g. through reading.
- To encourage the learners' development towards independent learning.
- To prepare the children for the demands of secondary education.
- To provide opportunities for parents to share in their children's learning.

The organisation of home learning provision

- Reasonable steps should be taken to explain the requirements of the home learning tasks to parents.
- Home Learning Tasks should not make excessive demands on the free time of young learners.
- Home Learning Tasks should not make excessive demands on teachers in preparation or in marking.
- Home Learning Tasks may take many different forms including:
 1. Finding information,
 2. Reading in preparation for lessons,
 3. Spelling lists connected to national curriculum expectations
 4. Times tables,
 5. Regular guided or independent reading of school approved books
- The precise amount of time spent on Home Learning Tasks is less important than the quality of the tasks set although guidelines for parents are set out in home/school diaries.
- Home Learning Tasks shall be planned to fit in with and support classroom learning.
- Infant English home learning will be connected to spellings and reading.
- KS2 English home learning will be connected to the core text that learners are reading in class. Learners will be set pages to read on a weekly basis. This will be recorded in the home/school diaries. Parents will be expected to sign the diaries once the reading has been completed. Learners will also have spellings to learn weekly.
- Y1- Y6 Maths Home Learning Tasks will be set on 'MyMaths' (an internet based Virtual Learning Environment). Learners will need to complete one task each week which will be set by class teachers. Any learners without home internet access will be given opportunities to complete this in school at a

mutually convenient time. Learners from Y2 upwards are expected to learn their times tables by heart and there are series of badges which they can earn for learning to recall different times tables at speed.

- Though learners may be required to 'finish off' work at home this will not usually be part of the regular Home Learning Programme.
- Parents should make an opportunity to talk to their children about the Home Learning Tasks.

Recommended time allocation for Home Learning Tasks

Reception:	30 minutes per week (daily reading, sight vocabulary/ phonics practice)
Years 1 and 2:	1 hour per week (daily reading, word walls/ spelling/ times tables practice, MyMaths)
Years 3 and 4:	1 ½ hours per week (daily reading, spellings/ times tables practice, reading task or MyMaths homework).
Years 5 and 6:	½ hours per day daily reading, spellings/ times tables practice, reading task or MyMaths homework).

This should not be seen as an absolute guide. All tasks do not fit a time table easily and some flexibility must be allowed for those tasks which take less time but focus on the quality of learning.

Where reading is not given as part of the homework learners should be encouraged to read in addition, on their own or with others, for at least 20 minutes (less for infants and those children with specific special needs).

There should be a consistent approach to Home Learning Tasks across the school and between parallel classes.

Progression

- The nature and purpose of Home Learning Tasks changes as learners get older. In the Infants the emphasis should be on short activities that provide opportunities for young learners to talk to an interested adult about their learning and to practise key skills in a supportive learning environment.
- Infants are expected to become familiar with the existence of learning resources other than the home and school, e.g. the local library or MyMaths
- In the Juniors, learners may be expected to become familiar with the use of learning resources other than home and school, e.g. the local library, MyMaths or a website connected to spellings
- The homework in the Juniors will increasingly expect learners to work independently.
- The person responsible for ensuring that the homework is appropriate and manageable will be the class or set teacher.

Reporting and Feedback

- Where homework is done together with adults the learner will have immediate feedback.
- When working on their own the work must be followed up with feedback from the class teacher as soon as possible. This may be through class work, discussion, tests etc.
- Home/school diaries should be used to maintain a dialogue between school and parents or carers,
- Recognition of learner's efforts at home should be recognised by the school in the same way that class work is, through credits, stickers, certificates and public praise in assembly.

Special Educational Needs

Home Learning Tasks for learners recognised as S.E.N. should:

- Have a very clear focus and time guideline.
- Be differentiated at the discretion of all staff concerned.
- Give plenty of opportunities for learners to succeed.
- Help develop social as well as other skills where necessary.
- Be manageable for teachers.
- Focussed on more individual needs where necessary.
- Home Learning Tasks should not be used as a way of getting special needs children to 'catch up' with the work of the rest of the class.

The Role of parents and carers.

Parents should:

- Provide a reasonably peaceful and suitable place for children to complete their Home Learning Tasks.
- Make it clear to learners that they value their Home Learning Tasks.
- Encourage learners and praise them when the task is completed.
- Listen to their children read on a regular basis; daily for Infants and special needs, alternate days for confident readers in years 3 and 4, and at least once a week for all children in years 5 and 6 (more frequently at the professional discretion of the teacher).
- Talk to learners about their Home Learning and, where appropriate, actively involve themselves in the tasks.
- Parents are to ensure that Home Learning tasks are completed within the allocated time period.
- Parents are to ensure that the children look after all books etc. brought home from school. Parents will be charged for any books etc, from school, lost or irreparable damaged, including home/school diaries (see charging policy).
- Home/school diaries should return to school every day.
- We see Home Learning Tasks as a means of strengthening the partnership between home and school, a partnership we value highly.