



Home Learning Policy

Review Date: November 2017

Introduction

At Monkshouse School we recognise and value the contribution that learning in the home environment can make to children's education. This policy sets out the purpose and benefits of home learning and the guidelines that we follow when setting home learning activities for our children.

Aims

Our school believes that home learning should:

- Involve parents and carers in their child's education
- Have a clear learning focus
- Give plenty of opportunities for children to succeed
- Be planned by teachers alongside other elements of children's learning
- Ensure that the needs of the individual are taken into account
- Extend in-school learning
- Be varied
- Provide children with an opportunity to learn in different settings
- Reflect a range of learning styles
- Develop progressively according to the age of the children
- Encourage children to talk about what they are learning
- Encourage children to develop the self-discipline and self-confidence needed to study independently
- Prepare children for transition to secondary school

Setting Home Learning

Home learning is linked to work undertaken in class. This may consist of activities to consolidate and re-enforce what has been learned in a lesson, or investigation/research/presentation work linked to a topic. Each class has designated days when home learning is given out and collected, which are shared with parents at the beginning of an academic year.

Home learning should be set at an appropriate level for each child so that it can be completed independently, or if adult support will be required, clear instructions should be provided to help adults support learning effectively. Activities should have clear learning intentions and give opportunities for children to succeed and progress. Home learning time should not be spent finishing off work done in class. Teachers should ensure that the demands of Home Learning are manageable for all children, taking into account the need for differentiation.

Home learning content, timings and expectations will be shared with parents and carers and the value of home learning stressed..

Home learning is monitored by teachers and written/verbal feedback is given to maintain motivation.

Year Group	Approximate time	Content (may include some or all of the following)
Reception	10 minutes 20 minutes	Home reading (daily) Weekly task related to learning (handwriting, practical maths etc) Maths and spelling introduced in term 5
Year 1	10 minutes 5 minutes 10 minutes 10 minutes 20 minutes 20 minutes	Home reading (daily) Talk time (daily) Learn Its (daily) Spelling (daily) Numeracy (fortnightly) Literacy/Curriculum (fortnightly)
Year 2	10 minutes 5 minutes 10 minutes 10 minutes 20 minutes 20 minutes	Home reading (daily) Talk time (daily) Learn Its (daily) Spelling (daily) Numeracy (fortnightly) Literacy/Curriculum (fortnightly)
Year 3	15 minutes 5 minutes 30 minutes 30 minutes 5 minutes	Daily reading Learn Its (each night) Numeracy (fortnightly) Literacy (fortnightly) Spellings (each night) Project on-going through the term.(minimum 1.5 hours)
Year 4	15 minutes 5 minutes 30 minutes 30 minutes 5 minutes	Daily reading Learn Its (each night) Numeracy (fortnightly) Literacy (fortnightly) Spellings (each night) Project on-going through the term. (minimum 1.5 hours)
Year 5	15 minutes 20 minutes 30 minutes (max) 10 minutes	Daily reading Literacy/Grammar Maths Spelling (daily) Project on-going through term .(minimum 1.5 hours)
Year 6	15 minutes 20 minutes 30 minutes (max) 10 minutes	Daily reading Literacy/Grammar Maths Spelling (daily) Project on-going through term .(minimum 1.5 hours)

In addition to the weekly tasks set, there are termly project learning tasks relating to the topics that the classes are covering. Children are given choices within the tasks and the work produced earns House Points. At the end of the term parents are invited in to share the outcomes of these projects.

Differentiation

Home learning is differentiated as appropriate to suit the needs of the child. This may be through content, task, resources, outcome or structure.

Inclusion

We set home learning as a normal part of school life. We ensure all tasks set are appropriate to the ability of the child and are differentiated to enable all children to contribute in a positive way.

The role of parents/carers

We believe the support of parents is essential for children to make the most of their home learning opportunities. There are many ways in which parents can help their children, for example by:

- Encouraging them and supporting them
- Providing somewhere quiet for the children to work away from the TV and other distractions
- Discussing their work and making constructive comments
- Playing games with them, practising multiplication tables and listening to children read
- Providing opportunities for real life experience; shopping, using money, telling the time, cooking, letter writing etc
- Helping children to adopt a responsible attitude to their home learning and ensuring that it is handed in on time
- Providing feedback to school.

If there is a problem over home learning we encourage parents to contact the class teacher. Similarly if we have problems we will contact the parent. We provide workshops for parents to enable them to support their children's learning and there is an after-school homework club which selected children can attend.

Children who do not do their home learning

It is the responsibility of class teachers to ensure that home learning is completed and returned on the designated day. As long as the child's parent have not contacted the class teacher to inform them of any unforeseen circumstances that have made it impossible for the child to complete the home learning set, children who have not brought their home learning back to school should be deemed not to have done it.

If a child does not complete their home learning the class teacher will speak to the parents. If it continues then the Headteacher will be informed and will contact the parents to establish the reasons why.

All pupils have the right to equality of access to the curriculum. Teachers need to be sensitive to the home circumstances of children. It may be necessary to provide appropriate resources to enable home learning to be completed. There is a home learning club available to provide support for children who find it difficult to complete home learning at home.

Roles and Responsibilities

Teachers are responsible for setting and marking home learning in line with the school policy.

Parents are encouraged to support their child by sharing books, giving help with tasks and, where possible, providing an appropriate space, time and resources to complete the tasks.

Pupils are expected to complete the tasks in the time allocated.

Monitoring

The Senior Leadership Team is responsible for monitoring the home learning policy.

The policy will be reviewed bi-annually, informed by consultation with staff, children and parents/carers.

Signed _____ Chair of Governors

Signed _____ Headteacher

Date: _____