

## HOME LEARNING / HOME WORK POLICY

### **MISSION STATEMENT**

We are growing together on our journey of achievement with Jesus in our hearts, heads and hands.

### **POLICY STATEMENT**

This policy outlines the approach to home learning in the school and links to the Home-School Agreement. It is set in the context of the school's Mission Statement. The policy has been discussed by and reflects the views of all teaching staff. It has the full agreement of the governing body.

The implementation of the policy is the responsibility of all teaching staff, it will be monitored by the headteacher / subject coordinator's and reviewed in three years.

### **POLICY AIM**

- To enable parents to be actively involved in their children's learning.
- To enable children to extend and reinforce structured learning.
- To encourage self-discipline and personal organisation.

### **POLICY GUIDELINES**

- Parental co-operation is very important if children are going to gain from set home learning. It is expected therefore that parents will work in partnership with teachers to try to ensure a quiet working atmosphere and provide encouragement and support, where appropriate, but refrain from actually 'doing' the work for the children.
- We define home learning in its broadest sense as any task done at home which will always include reading, learning of tables and spellings appropriate to age and ability. It may include completion of work started in class, research to be undertaken, data collection, experiments or investigations.
- Home learning will be the normal practice in each class; the frequency and length of time taken to complete the set task will vary according to the age, ability and needs of individual children. A suggested time for younger children might be on average ten minutes increasing to approximately thirty minutes for older juniors per night. Home learning will be progressive and developmental.
- Tasks will not normally be set for children going on a family holiday during term time. It is suggested that in such cases the child keeps a written/diagrammatic record of the holiday which the teacher might like to view on the child's return.
- **Home learning tasks are not optional**; they are followed up in class. Outside activities should not take precedence.
- A home learning guide will be given to parents in the termly class newsletters as well as the formal written home learning guide for parents (Appendix A)
- Parents must be clearly informed of the home learning expectation for the class at the start of the academic year.

APPENDIX A:

# **Home Learning Guide** **for** **Parents**

## **Your Questions Answered**

*Home learning plays a valuable part in each pupil's education, supporting what has been learned in school by consolidating or extending the curriculum and encouraging independence, creativity and initiative.*

***How will you know what home learning your child has and when it is to be done?***

- Every child is given the weeks home learning on Monday. Some items may change or be given later to reflect current learning i.e. Religion.
- Your child is expected to read every night.
- Spellings and tables are to be learnt as often as possible over the week.
- Home learning in other subjects may be given as thought appropriate in classes.

***How should your child's home learning be done?***

- KS2 – home learning to be written in ink or pencil as directed.
- Home learning should be done to the same standard as school work. It should be neat and well-presented and done to the child's best abilities.

***What should home learning consist of?***

- It will mainly support language and number work.
- There should be daily reading of at least three pages of school reading scheme book; taken home for this purpose.
- Practice of multiplication tables and spelling.
- Consolidation of Mathematics work done in school.
- Extension work in R.E. Science, History or Geography.

***What is my role as a parent?***

- To sign reading diary daily.
- To oversee the doing of home learning, giving help and encouragement.
- To write notes after home learning for the teacher about any aspect that is unclear or needs to be discussed.

***How long should my child spend on each task?***

Children have different work rates. Each task should have a definite time limit so your child should spend no longer than the suggested times. If home learning is unfinished just write a note under the uncompleted work i.e. Sam worked hard for 15 minutes and only got as far as...

***Suggested nightly home learning times***

Year R	= 5 minutes
Year 1 & 2	= 10 minutes
Year 3	= 15 minutes
Year 4	= 20 minutes
Year 5	= 30 minutes
Year 6	= 30 – 45 minutes

***What should my child do if absent?***

Your child should obtain details of home learning and as far as possible try to complete it.

***If my child cannot do the home learning, what should be done?***

- Talk to or write to the class teacher explaining why the home learning has not been done (a short note will suffice).
- Parent to sign each piece of incomplete home learning.
- To write notes beside home learning for the teacher about any aspect that is unclear or needs to be discussed.

***Other Information***

- The days on which home learning may be given and collected will vary from class to class. Teachers will inform parents of the expectations for the children in their class and will aim to inform parents of any significant variations in home learning patterns once regular routines have been established.
- Children may be kept in at break time for uncompleted home learning.
- If home learning is consistently not done, school will inform parents through a letter.
- Home learning completed on computer is acceptable.
- Home learning exercise books are collected on the same day every week.
- Replacement of lost or damaged exercise books will be charged for.

***How can I help my child learn his/her spellings?***

The school's spelling system focuses on the letter clusters.

- Use the multi-sensory approach – say word aloud, spell word using letter name. If difficulty is still experienced trace word on hand using finger whilst saying letters aloud. Salt, sand, velvet etc. could be used if child is a poor speller.  
LOOK COVER WRITE CHECK method should also be taught and encouraged.
- Spellings should always be learnt in context. So encourage your child to make up silly sentences with the word.
- Spelling games i.e. Hangman are a fun way of reinforcing letter clusters.