

Draft Home-learning Policy for September 2011

Rationale

There is a mandatory requirement for maintained primary schools to give home learning tasks because:

- It provides opportunity for families to be partners in their child's learning.
- It raises attainment (standards) in children's learning and allows each child to make more progress.
- It promotes the notion that learning takes place in other aspects of life and not just in school and is part of life-long learning.
- It extends, builds and reinforces class learning.
- It promotes the attitude that learning is important and is valued by parents.
- It establishes good learning habits and adds value to school learning tasks.

Purposes

An effective home-learning policy will ensure:

- Attainment is raised and pupils are enabled to make individual progress.
- Learners are encouraged to be organised and to take responsibility for their own learning.
- Further opportunities for school and home to work together for the child's benefit.

Guidance to setting Home-learning for Staff

- Home-learning needs to be strongly linked with relevant class learning.
- Home –learning needs to be differentiated for ability, age and stage. Pupils with SEN should have Home-learning set that relates to IEPs (individual educational plans) or intervention learning programmes which should be organized by the intervention staff.
- Home –learning should be motivational.
- Home-learning needs to be communicated explicitly to both child and parent. There should be opportunity given for parental and pupil feed-back.
- Home learning needs to be managed by the school to give sufficient time for it to be completed so as not to impact negatively on family life and other pursuits that the child pursues. (Refer to section – Year group Home-learning guidelines)
- Teachers will have a responsibility to plan, organize and mark Home-learning for their class or learning group and give feed-back that is in line with the agreed professional standards.

Guidance for Parents (A booklet will be produced expanding on the points for guidance and given out with the policy at the beginning of each new academic year) A meeting with parents will also be offered in September.

- Parents have a responsibility to handle home-learning positively and sensitively.
- Pupils will need support from their families to organise their home-learning in order for it to be given the time in the family schedule.
- Parents will need to show they value Home-learning.
- Parents need to provide the school with written/verbal feedback that is tactful and constructive.

- Parents need to adhere to the suggested time limits for home-learning completion and not go over the time limit unless the child wants to do more.
- Parents should not attempt home-learning when the child is tired, upset and unwell or when the family is under pressure.
- Parents need to keep calm and constructive when helping their child and not be judgemental of the child. Keep comments strictly for the learning. Being positive and good humoured is key to motivation.

Year group Home-learning Guidelines

Written work and mathematics to be given out on Wednesdays and returned by Monday mornings ready for marking/ planning of the next

Reception

- it is **vital** that a book is shared for 5 minutes (approx) on a nightly basis
- Bring in an object - show and tell
- An activity to share

Year One

- Reading practice and sharing books for 10 minutes each night
- Mental Maths game or activity supported by parent or carer (weekly)
- Key words to learn to read and spell weekly

Year Two

- Reading practice and sharing books – 15 minutes
- For the Autumn term an alternative weekly piece of Mathematics / English.
- Mathematics weekly activity 20 minutes from January of the academic year.
- English weekly activity 20 minutes from January of the academic year.
- Spellings – weekly

Year Three

- Reading each night – 15 minutes
- Maths weekly home-learning incorporating mental maths game or activity and some written maths – 25 minutes)
- English weekly home-learning 25 minutes
- Spellings – weekly

Year Four

- Reading each night – 20 minutes
- Maths weekly home-learning incorporating mental maths game or activity and some written maths – 30 minutes)
- English weekly homelearning 30 minutes
- Spellings – weekly

Year Five

- Sustained, independent, silent reading – daily 25 minutes
- Maths weekly homelearning incorporating mental maths game or activity and some written maths – 35 minutes)

- English weekly homelearning 35 minutes
- Spellings - weekly

Year six

- Sustained, independent, silent reading – daily 30 minutes
- Maths weekly homelearning incorporating mental maths game or activity and some written maths – 40 minutes)
- English weekly homelearning 40 minutes
- Spellings - weekly

Monitoring and Review

The Homelearning policy and provision will be closely and continually monitored through the following procedures:

- Communication between teacher and parents about homework through explanations and feedback comments
- Discussion at Staff Meetings
- Audits by the Senior Leadership Team
- Feedback at parent’s forum meetings
- Periodical Parent Evening meetings

The Homelearning Policy will be on the annual Policy review cycle by Teaching and Learning Committee of school Governors.

On receipt of the policy parents and carers should complete and return the attached form

Name of children in the school.....

Year group of the children.....

I acknowledge that I have received the Home-learning policy and I have read it. I will encourage my child with Home-learning following the guidance in the policy and will give regular written feed-back to the teachers informing them of how the home-learning task was implemented.

Signed by parent or carer.....

Printed name of parent and carer.....