



Home Learning Policy

Dated:	Spring Term 2022
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Introduction

We encourage all parents to take an active part in their child's learning by supporting them at school. 'Home Learning' is an important part of a child's education: it is an opportunity to practise what they have learnt in school, the teacher can use the activities as an assessment of what the child has retained and it is an opportunity for us as a school to share what your child has been learning about with you.

Through this policy we aim to:

- Ensure that 'Home Learning' tasks are well planned and an integral part of the curriculum
- Ensure progression towards independence and individual responsibility
- Ensure that the tasks are appropriate to the needs of individuals
- Ensure that pupils receive feedback and that any written work is marked
- Ensure parents/carers have a clear understanding about expectations from themselves and the pupil;
- Extend and support the learning experience via reinforcement and revision;
- To provide opportunities for parents, pupils and school to work in partnership;
- Provide opportunities for parents and pupils to work together to enjoy learning experiences;
- Ensure that effective home learning practices are used to support effective transition to the secondary phase

Our Approach

Opportunities for 'Home Learning' are provided throughout every phase in the school, however the style of 'Home Learning' activities may differ depending on the child's needs and age.

Some of the types of 'Home Learning' that we expect children to complete are:

- Practising times tables
- Completing maths tasks linked to that week's learning
- Completing English tasks linked to that week's learning
- Practising spellings
- Practising sounds to support reading
- Reading independently or reading to parents
- Completing a more creative piece of work linked to the child's current topic

It is important that, although completing 'Home Learning' is the child's responsibility, that the activities are discussed in the home to allow the child to discuss what they are learning about in school.

Foundation Stage	<ul style="list-style-type: none"> ➤ Home Learning is alternated between English and Maths activities. This will also link to topic where appropriate. ➤ Children are expected to record their learning as independently as possible. Parents should only support their child when necessary.
Key Stage 1 (Years 1 and 2)	<ul style="list-style-type: none"> ➤ Children are expected to read to their parents regularly and feedback to schools by filling in a comments box and/or signing. ➤ Topic grids are given half-termly with tasks to do linking to the current topic. ➤ One piece of English/Maths (alternating each week) 'Home Learning' is set weekly and children have a week to complete it.
Lower Key Stage 2 (Years 3 and 4)	<ul style="list-style-type: none"> ➤ Maths and English activities are given out every week. This may differ from class to class as the teacher will make the decision on what is appropriate for their class at their stage of learning. ➤ Children have 1 week to complete their learning.
Upper Key Stage 2 (Years 5 and 6)	<ul style="list-style-type: none"> ➤ Children are expected to read (independently or to an adult) regularly. They can choose their reading material. ➤ Topic grids are given half-termly with tasks to do linking to the current topic. ➤ A piece of English and Maths 'Home Learning' is set weekly and children have a week to complete it.

The class teacher is responsible for setting the 'Home Learning' tasks and choosing the day that 'Home Learning' is given out and returned. Each class has a selection of paper and pencils that can be taken by the pupils to support them in completing the activities.

For any children who are struggling to complete their tasks, due to either finding it difficult or not getting the opportunity to complete it at home, Key Stage 2 offer a "Home Learning" Club run by the teachers at lunch time throughout the week. For children who repetitively do not return their 'Home Learning' teacher's may also direct children to attend the lunch time club.

Pupils with SEND

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach. The work that is set will be appropriate to the needs of the child.

The school recognises that pupils with special educational needs and disabilities (SEND) may require that specific tasks be set in the form of Individual Education Plans.

While pupils with SEND may benefit from special tasks separate from the homework received from other pupils, it is important that they also do as much in common with other pupils.

A balanced amount of the right type of homework will be set for pupils with SEND, in consultation with the parents and the SENCO.

Low Attendance and Persistent Absence

For children who have low attendance, persistence absence or unauthorised holidays during term time, the class teacher will send a suitable amount of work home on the child's return to school. Work will **not** be sent home prior to an absence. The activities sent home will aim to ensure that the child can catch up on any essential learning missed to ensure they are not disadvantaged compared to their peers. The learning sent home may not replicate exactly what has been completed in class but will meet the same learning objectives.

If the child is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils must be well enough to undertake work. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.

The Role of Parents

Our expectation is that parents will encourage their child to complete the 'Home Learning' tasks that are set. We invite them to help and support their child/ren to the best of their ability. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. If parents have any questions about homework they should contact the child's class teacher.

Equal Opportunities

At Firs Primary School, governors and members of staff are committed to providing a full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.