



Home Learning Policy

Date revised:	November 2023
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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 timestables
- 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
 - Children have access to 'MyOn' for online books as well as their 'Accelerated Reader' book. For children on RWInc they will have the book on their RWInc level and a book of their choice.
- Completing a more creative piece of work linked to the child's current topic

Home learning tasks may be sent home on Class Dojo or on paper. Spare copies of the tasks are available from the class teacher. Home learning may be a paper based activity or children may be asked to complete an online activity such as completing researching; practising timestables using Tackling Tables Online; revising using My Maths; or reading using MyOn.

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.

EYFS			
Reading	Subjects	Independence	Time Given
Children are expected to read to their parents regularly and feedback to schools by filling in a comments box and/or signing.	Home Learning is alternated between English and maths activities. This will also link to topic where appropriate. Topic grids are given half-termly with tasks to do linking to the current topic.	Children are expected to record their learning as independently as possible. Parents should only support their child when necessary	Children are given a week to complete their home learning
Year 1/2			
Reading	Subjects	Independence	Time Given
Children are expected to read to their parents regularly.	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.	Children should be able to complete their learning mostly independently as all home learning given will match the learning that has already been done in school. To enable parents to support their child, we will provide examples or QR codes for videos where possible.	Children are given a week to complete their home learning
Year 3/4			
Reading	Subjects	Independence	Time Given
Children are expected to read (independently or to	Topic grids are given half-termly with tasks to do	Children should be able to complete their learning mostly	Children are given a week to complete their home learning

an adult) regularly. The will have a school reading book that they will bring home regularly.	<p>linking to the current topic.</p> <p>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.</p>	<p>independently as all home learning given will match the learning that has already been done in school.</p> <p>To enable parents to support their child, we will provide examples or QR codes for videos where possible.</p>	
Year 5/6			
Reading	Subjects	Independence	Time Given
Children are expected to read (independently or to an adult) regularly. They can choose their reading material or they can read their school reading book.	<p>Topic grids are given half-termly with tasks to do linking to the current topic.</p> <p>A piece of English and maths 'Home Learning' is set weekly and children have a week to complete it</p> <p><i>During the build up to SATs children will be giving revision booklets to complete regularly at their own pace.</i></p>	<p>Children should be able to complete their learning mostly independently as all home learning given will match the learning that has already been done in school.</p> <p>To enable parents to support their child, we will provide examples or QR codes for videos where possible.</p>	Children are given a week to complete their home learning

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 as they are either finding it difficult or not getting the opportunity to complete it at home, Key Stage 2

offer a “Home Learning” club ran by the teachers at lunch time throughout the week. For key stage 2 children who repeatedly do not return their ‘Home Learning’ teacher’s may also direct children to attend the lunch time club, this is to encourage independence, responsibility and get them ready for secondary school.

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 SENCO.

Low Attendance and Persistent Absence

If the child is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils should 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 encourage their child to complete the ‘Home Learning’ tasks that are set. We invite parents to help and support their children 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 ‘Home Learning’, they should, contact the child’s class teacher.

Equal Opportunities

At Firs Primary School, governors and staff members are committed to providing the 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.