

ATTAIN ACADEMY PARTNERSHIP



Home Learning Policy

For

Gosfield Community Primary School



June 2024

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1 Introduction

- 1.1 Home learning is defined as work set by teachers to be done at home, either by the child alone or with the support of a parent or carer. Home learning encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with Home learning.
- 1.2 Home learning plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at the academy, and we believe that they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside the academy.

2 Aims and Objectives

- 2.1 The academy appreciates how important the links between home and the academy are, and the need for us to work together to ensure a good education for all children. It is for this reason that we believe that it is important that children have home learning set that will support learning within the classroom. Home learning will be carefully planned to extend learning, enhance and reinforce skills and understanding, and allow children to consolidate and improve their skills further.

Through the provision of a variety of activities and approaches to Home learning we aim to:

- raise standards in all curriculum areas but particularly basic skills in Maths and English
- create a sound partnership between parents and teachers with regard to children's learning
- consolidate/reinforce pupils' skills, knowledge and understanding of work covered in class
- improve pupils' attitudes to learning and independent learning skill

3. The Nature of Home learning

- 3.1 The nature of home learning will change as children get older, with the intent to support the learning of a broad and balanced curriculum. This will also include a focus on ensuring that pupils are on track to reach key academic standards.
- 3.2 The academy intends to ensure that home learning fosters a developing partnership with parents and carers so that they are actively involved in the children's' learning as we know this is the most effective practice.

Home learning will include a range of provision, including short practice activities, which aid retention of knowledge and may sometimes include more detailed projects to support the curriculum.

- 3.3 As children get older, home learning provides an opportunity for them to develop the skills of independent learning, as this supports transitions, particularly when moving to the next stage in their education.
- 3.4 Home learning is always acknowledged and feedback is given in line with the academy feedback policy.
- 3.5 Academy staff are always available to support any queries in relation to home learning.

4 Roles and responsibilities

- 4.1 Headteacher will
 - ensure that the home learning policy is implemented correctly
 - monitor and evaluate the policy's effectiveness
- 4.2 Teachers will
 - integrate home learning into their planning
 - set home learning appropriate for the year group
 - explain how/when home learning should be completed, including web links, etc.
 - give reasonable time for its completion (including time to complete tasks if home learning is not returned)
 - ensure home learning is marked in line with the academy's marking policy
 - provide feedback to children on their progress
 - provide additional guidance for parents as part of termly curriculum letters
- 4.4 Parents / carers
 - 4.4.1 The academy recognises the importance of developing a sound partnership between parents and children with reference to children's learning.
 - 4.4.2 Parents / carers will
 - be provided with additional guidance to support learning at home and to help children with home learning tasks;
 - be encouraged to support the academy's home learning policy when signing the home school agreement;
 - be given feedback on how children are doing with home learning through marking, during parents' meetings and in annual reports.
 - 4.4.3 If parents / carers have any questions about home learning, they should in the first instance, contact the child's class teacher. If their questions are of a more

general nature, they should contact the SLT. Finally, if they wish to make a complaint about the academy's home learning policy or the way it is implemented they should do so in line with the Trust's complaints procedure.

- 4.5 Children are asked to
- Make every effort to complete their home learning and hand it in on time.
 - Ensure they understand the home learning and what is expected of them
 - Respond to the teachers' feedback on the home learning when appropriate.
 - Complete home learning to the best of their ability

5. Equal Opportunities

- 5.1 All children will be provided with equal access to home learning. We aim to provide suitable and appropriate learning opportunities for all, regardless of age, gender, ethnicity, needs, disabilities or abilities.
- 5.2 The academy recognise that tasks may need to be differentiated for children with SEND and endeavours to adapt any task set so that all children can contribute in a positive way.
- 5.3 Home learning is published through our online learning platform, DB Primary. The academy recognises that for some families this may act as a barrier to completing home learning. Parents /carers of any pupil unable to access the online learning should contact the academy so that alternative arrangements of support may be offered,
- 5.4 Home learning clubs are organised to support targeted children or provide opportunity to those who do not have the necessary facilities at home.

6. Use of ICT

- 6.1 The use of ICT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.
- 6.2 There are many websites containing highly educational material, which can have a powerful effect on children's learning. Parents are advised always to supervise their child's access to the Internet in line with the Trust's online policy.

7. Monitoring and review

- 7.1 The Headteacher will regularly review the policy and guidelines on behalf of the Local Governing Body, alongside the whole staff team, and will monitor the quality of home learning provision through planning and work scrutiny.

8. Document Version Control

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2024-1	June 2024	J Deaves	Minor amendments to correct typos and update Appendix 1,

Appendix 1 Home learning – Guidance for Parents

The academy appreciates how important and valuable good home / academy links are and the need for us all to work together to ensure a good education for all children.

Home learning is an important part of the curriculum for pupils, and in line with National Curriculum guidance we provide regular Home learning for pupils in all year groups.

We aim to vary the approach to Home learning according to the age and learning needs of the child and we cannot emphasise too strongly the importance of parents working with their child to ensure Home learning is completed.

Why do we set Home learning?

Home learning enables children to practise and extend skills learned in the classroom, and also gives pupils a chance to undertake research and additional learning, as required. It involves parents (and other adults) in the children's work and we believe that Home learning encourages and improves independent learning.

How can parents help?

There are many ways you can help:

- Ask the children questions about what they are learning at school (talking helps everyone understand things clearly).
- Play word and number games to consolidate early learning of letter sounds, common vocabulary and number bonds.
- Spend a little time, on a regular basis, listening to your child read and discussing the books they have brought home. Encourage your child to read words and books regularly (show them how important words are).
- Help them to form letters the way they are taught at the academy starting at the correct point.
- Test what has to be learned e.g. spellings, tables, number facts etc.
- Read what your child has written, and talk to them about their writing: Does it make sense? Is it correctly punctuated, etc.? Is writing neat and accurate? Have they used exciting words?
- Encourage your child to check over his/her work.
- Help your child find out additional facts, e.g. by visiting the library or researching on the Internet.

We ask for your support in seeing that Home learning is done conscientiously and in the best possible conditions. If Home learning is not completed children are often at a disadvantage in class, as many Home learning tasks are discussed in class and often inform future learning.

Teachers may ask children to complete Home learning in the academy if it is not handed in.

Time set aside for home learning should be respected by the rest of the family. Try to make sure it becomes part of your child's daily routine.

Encourage your child to establish a Home learning routine which best suits them, e.g. not when they are becoming tired, etc.

For younger children little and often is best – 10-15 minutes daily is a good habit. As children become older they should be encouraged to sustain their concentration for longer periods of time, and to work with increasing independence. For example, it would be beneficial to get children into the habit of reading every evening; time spent on reading should range from approximately 10 minutes in Key Stage 1 and up to 30 minutes in Key Stage 2. We appreciate this isn't always possible every day but a minimum of 3-4 times a week should be encouraged.

If a child struggles with an activity, try to avoid becoming anxious about it and approach your child's teacher as soon as you can. They will spend more time explaining the task to help you and your child.

What sort of Home learning should I expect for my child?

Children will bring home reading books every day. Please ensure these are returned when requested. In addition, children will be given tasks to support learning in literacy and numeracy lessons, and occasionally to extend learning in other subject areas.

Home learning tasks will depend on the age and ability of children, but in general terms the following can be expected:

Reception

Reading – When children are ready, they will bring their reading books home daily along with reading record books so that you can share comments on progress and enjoyment with academy staff

Phonics practice

Number and counting games

Tasks related to topic work

Y1

Reading

Phonics practice

Handwriting Practice

Numeracy challenges and activities related to topic work

Literacy or topic tasks

Y2

Reading

Spellings

Handwriting

Literacy or numeracy tasks, including times tables work

Tasks related to topic work

Key Stage 2

Home learning may include:

Reading – Children have a reading journal to record their comments about their books

A literacy task – spellings, a reading-related task, comprehension activity, written task, research

A numeracy task – tables to learn, maths activities to undertake, problems, etc.
Additional topic based tasks or projects, to enhance topic work done in class

As children progress towards Year 6 they may often be given additional activities and this will also include SATs revision. It is expected that parents encourage greater independence as children move into upper Key Stage 2.