



HOME LEARNING POLICY

**QUEEN BOUDICA
COMMUNITY PRIMARY SCHOOL**

Home Learning Policy

A good, well-managed home learning programme helps children to develop the skills and attitudes they will need for successful lifelong learning. Home learning also supports the development of independent learning skills, and provides parents with an opportunity to take part in their child's education.

1. This policy reflects the school's values and philosophy in relation to teaching and learning. It sets out a framework within which staff can operate and gives guidance on home learning.
2. This policy is intended for all teaching staff. Governors will approve the policy and copies are available on the school's website or can be obtained on request from the school office.
3. The school policy for home learning reflects the consensus of opinion of the governors and staff. It has been drawn up as a result of staff and governor discussions, and consultations with parents and children.

Aims:

- To provide the child with an experience of **home learning**, which is both relevant and stimulating.
- To enable the child to gain confidence in their learning. Thus providing inspiration and motivation to succeed.

Objectives:

- To provide an enjoyable and purposeful supplement to class work.
- To provide opportunity for the child to practise and reinforce what has been learnt in class, including the development of the basic skills eg. tables, spellings and independent research skills.
- To provide a practical opportunity for parents to become involved in the academic development of their child.
- To provide a practical opportunity for the child to begin to take responsibility for organising their own workload.

What is home learning?

Home learning is not necessarily written work. It is any task that a child is asked to complete at home. It may consist of reading, learning by heart and reinforcement of class work or research and project work or further practice of skills learnt in class or practical work. Good primary school practice requires that we give credence to other developmental needs of the child.

At Queen Boudica we appreciate the value of extra curricular activities (sport, music, dancing, drama, the uniformed groups, other hobbies) in and out of school. A well balanced, healthy child should be encouraged to develop their particular interests in many of these activities in their own time. Should parents wish their child to spend more time in structured academic work, they will find much suitable material in most local book shops, the internet or local libraries.

As with all other matters relating to children, teachers are available to discuss home learning with parents. As the primary educators of their child, parents are encouraged to

support and reinforce the shared expectations by as many different means as possible. Learning is a shared responsibility between the child, parents and staff. Children are encouraged and challenged in their learning as they aim for excellence. In order to achieve this goal we as a school must work together with parents and guardians as a partnership, expanding the curriculum, extending it to the home and building on experiences shared outside school.

Staff are expected to work towards this aim by:

- providing each child with a home learning book, where all aspects of home learning can be completed;
- providing a range of home learning tasks and activities to consolidate learning in class;
- ensure the child has a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually according to their ability;
- communicating with parents and keeping them informed of their child's progress, projects and topics to be studied and developed and individual targets which have been negotiated.

Pupils are expected to work towards this aim by:

- making full use of all the opportunities they are presented with;
- tackling home tasks promptly and with a positive attitude;
- taking pride in presentation and content, acknowledging the high personal standard expected;
- being organised so that necessary books and equipment are not left at school;
- taking responsibility for handing in the completed task on the agreed day.

Parents are expected to work towards the schools aims by:

- providing suitable quiet surroundings i.e. not in front of the television;
- encouraging younger family members to play quieter games if in the same room;
- encouraging their child to persevere with a task even if it seems daunting at first, and giving support if necessary;
- giving due importance to non-written tasks such as hearing reading and assisting in the learning of times tables and weekly spellings;
- keeping the staff informed of any changes in the child's circumstances which may affect their learning.

Home learning Guidelines:

Home learning is given to provide positive reinforcement of work done in school. It is seen as a definite need and not as a time-filler. Home learning is considered an integral part of the curriculum. It enriches and consolidates, develops research skills and cultivates the mind to nurture the seeds of knowledge.

For home learning to be of value it is important that work be handed in on time. If this cannot be achieved, it is important for the pupil to communicate this to their teacher in good time, so that an extension can be provided where necessary.

It is up to the individual class teacher as to whether home learning is set during half term holidays, but it must be relevant and of a light touch. Home learning tasks will not be set during the Christmas, Easter or Summer Holidays. However, we encourage reading, practising of writing skills and learning maths facts at all times.

Recommended weekly amounts:

Parents will be advised at the 'Meet the Teacher' meetings during the Autumn Term of the home learning expectations for specific year groups. They will also be given details of ways in which they may be asked to assist the child at home. Most home learning is ongoing and regular eg. reading at home everyday.

Queen Boudica Primary School follows the Government's guidelines for home learning. This was updated in March 2012 and Headteachers are now free to determine the home learning policy for their school.

Early Years Foundation Stage (approximately 1 hour per week)

In EYFS, specific tasks are set on a Thursday and we ask that all tasks are handed in by Tuesday the following week; this allows a five day maximum to complete tasks. Home learning will regularly involve the practice of basic skills, such as reading (including sight vocabulary), spellings, and relevant tasks, activities or games related often to English and maths but also to other curriculum areas. Tasks are not set for EYFS until the later half of the Autumn Term. Each child is provided with a home learning book. They are also provided with a separate reading diary in which the parents are invited to write comments. In addition, there will be many times when children will be asked to collect and bring in topic related items or books for contribution to projects.

Key Stage 1 (approximately 1 hour per week):

In KS1, specific tasks are set on a Friday and we ask that all tasks are handed in by Thursday the following week; this allows a six day maximum to complete tasks. Home learning will regularly involve the practice of basic skills, such as reading (including sight vocabulary), spellings, maths facts and relevant tasks, activities or games related often to English and maths but also to other curriculum areas. Each child is provided with a home learning book/folder. They are also provided with a separate reading diary in which the parents are invited to write comments. In addition, there will be many times when children will be asked to collect and bring in topic related items or books for contribution to projects.

Key Stage 2 (approximately 1-2 hours per week):

In KS2, specific tasks are set on a Friday and we ask that all tasks are handed in by Thursday the following week; this allows a six day maximum to complete tasks. Home learning, as with younger children, essentially involves the practice of basic skills, such as reading, spellings and maths facts. Each week a relevant literacy or maths task, activity or game will be sent home; other subjects will be covered at some point during the year also. At Years 5 and 6 this extends to two tasks, usually literacy and maths, but also including other subjects. Each child is provided with a home learning book. This book is also where parents are able to write comments about reading. It is desirable and important that every child frequently reads at home. It is important that parents monitor their child's reading. Research work or special project assignments may be set to reinforce topics being studied in school.