

Ashford CE Primary School



Home Learning Policy

Approved by FGB:

Signed: _____ P Wells _____

Chair of Governors

Home Learning Policy

Our School Vision

We are a caring Christian community where everyone adopts an “I can” attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God’s help, to become the best that we can be. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

I can do all things through Christ who gives me strength.

Philippians 4v13

Ashford Church of England Primary School has a distinctive Christian ethos which is at the heart of our School and provides an inclusive, caring and supportive environment where children can learn and flourish in a setting shaped by Christian values. We welcome applications from all members of the community and ask all parents to respect the Christian ethos of our School and its importance to our community.

Purpose

The purpose of this policy is to:

- provide opportunities for parents, children and school to work in partnership;
- ensure parents have a clear understanding about home learning expectations regarding their responsibilities, and those of their child and the school;
- ensure teachers have a clear, shared understanding about procedures related to home learning to enable a consistency of approach throughout the school.

Principles, Procedures and Practice

Arrangements for setting and responding to home learning

- Home learning is planned and prepared alongside all other programmes of learning and generally should aim to reinforce and extend learning in school.
- Home learning will generally not be set over holidays, though tasks may be sent home to practise key skills or promote home reading. Competitions will sometimes also be set over holidays, which are optional for pupils.
- Home learning will be set by class teachers every Thursday. The children will have a variety of tasks to complete and these will vary depending on the year group to which they belong. The children are expected to complete all tasks by the following Tuesday unless otherwise instructed.

- Children's efforts with home learning should be acknowledged and responded to in a way appropriate for the particular task. This could include teacher marking, children marking their own or each other's work, or oral feedback. Most home learning tasks will be completed in the children's homework books, which must be looked after and returned to school every week. Please note that teachers only need to leave detailed comments in marking where extra effort has been shown by children.
- Home learning should be completed to an acceptable standard and teachers should always convey high expectations for tasks.
- Teachers need to keep a log of home learning being returned to school.
- In cases where children are regularly not returning their home learning (i.e. three times or more over a half term period), then parents must be contacted regarding this. For children in KS2 who are regularly not returning their home learning, then a lunchtime detention will be set up to enable them to complete their home learning.
- Teachers will not be able to co-ordinate work set with that done by private tutors outside school; however, some communication between school and a tutor may be possible on a "one-off" basis.
- There will be one week in the middle of every term in which children are not set home learning to allow time and space for other family activities, in our "Well-being Weeks".

Types of Home Learning

Reception Home Learning

Reception children are given targeted reading books, which they are to read at home daily; they need to practise their sounds and blending, re-tell stories based on picture books and recall key elements of books they have read. Children in Reception are also set some home learning to practise their number skills regularly.

Home Learning Sheets

Year 1 to 6 home learning consist of a sheet of activities usually including spellings to learn and practise, a reading task linked to their books, a maths challenge and an activity based on the wider curriculum; this will include RE home learning about twice each term.

Next to each activity on the sheet will be a star which children need to colour in to show that it has been completed. The sheet should be stuck in the home learning books and on the following pages the children can complete the activities and evaluate their learning.

Grammar, Spellings and Sentence Writing for Year 1 – Year 6

Children from Year 1 to Year 6 will be given a list of spellings each week. The children need to learn these words, find out what they mean and use them in context by putting them into a grammatically accurate sentence. These sentences need to be written in their home learning books. The aim of this is to extend the children's vocabulary, improve reading and writing, encourage dictionary skills and improve sentence formation. To add some variety and practise

compositional skills, children will sometimes be also set other English tasks to promote writing skills. Where possible, some English home learning tasks will link to learning in other subjects.

- The work set should be at an appropriate level for the children to achieve success; differentiated activities will be set to ensure this, and to provide suitable home learning for more able children, and those with a special educational need or disability. An optional challenge, indicated by a ©, will often be included so children can continue their learning further if they wish.
- Children will be expected to read at least five times a week at home. In EY/KS1, this can be recorded by parents in the reading diary; in Years 3 and 4, as well as parents, children themselves can record evidence of this reading in their reading diary; in Years 5 and 6, children use their diaries to record their reading.
- On-going practice of number bonds and times tables is also expected, supported by the use of Numbots in KS1 and Times Tables Rock Stars in KS2.
- Generally it is not our policy to send class work home to finish off, but this may happen in agreement with parents.
- There are a range of exciting and educational web links that children can explore in the children’s section of the school website. For further ways to help support your child with their home learning, please refer to the school website for links, tips and advice. www.ashford-primary.surrey.sch.uk
- We also set the children learning challenges that relate to theme areas that they are learning about in class (these may be set half termly) and competitions throughout the year. We want to offer as much support, and additional extra-curricular learning and opportunities for our pupils, as we can.

A guide outlining expectations of time spent on home learning for each year group is outlined below:

Overview of Weekly Expectations	
Early Years	10 mins daily reading Practise of learning high frequency words/phonics Basic number activities
Year 1 and 2	15 mins daily reading 15 mins per week on an English activity 15 mins per week on a Maths activity Practice of learning high frequency words/phonics Mini activities related to another curriculum area, including RE
Years 3 and 4	20 mins daily reading Weekly spellings

	<p>20 mins per week on an English activity (putting spellings in sentences or other task)</p> <p>20 mins per week on a Maths activity</p> <p>Mini activities related to another curriculum area, including RE</p>
Years 5 and 6	<p>20 mins daily reading</p> <p>Weekly spellings</p> <p>30 mins per week on an English activity (putting spellings in sentences or other task)</p> <p>30 mins per week on a Maths activity</p> <p>Additional SATS practice activities</p> <p>Mini activities related to another curriculum area</p>

Roles and Responsibilities

Teachers’ Role

- Teachers need to explain home learning tasks sufficiently before they are taken home by the children.
- Teachers will monitor the handing in of home learning and will contact parents in cases where it is not done regularly.
- Teachers should set home learning in line with the children’s ability and the guidelines set down in this policy.
- Teachers should respond to any concerns expressed by parents about home learning tasks.

Children’s’ Role

- Children should ensure they listen well in class to instructions for home learning and make sure they are clear about the task before they take it home.
- Children need to make a good effort on their home learning and complete it to a high standard with good presentation.

Parents’ role

- Parents should support the school by ensuring that children get the opportunity to complete their home learning regularly in appropriate conditions within the allotted time given.
- If the task cannot be completed in the allotted time, parents should record this on the home learning task or in the home learning book.

- If parents have any queries about any aspects of home learning tasks, contact should be made with the class teacher through conversation or a note to the teacher.

Links with Other Policies

This policy should be read in conjunction with our Teaching and Learning Policy, Special Educational Needs Policy, Marking and Feedback Policy and Pride and Presentation Guidelines, and our *Supporting your Child with Reading* leaflet for parents.

Monitoring of Effectiveness

To ensure the successful implementation of this policy, SLT will monitor samples of home learning tasks, children's attitudes to home learning, and the standard of home learning across the school. We will also survey views of parents informally in ensuring that home learning set is appropriate, interesting and providing enough challenge. Further monitoring will be carried out of any classes or year groups where concerns are expressed.