



Seal

Church of England
Primary School

Home Learning Policy

Policy Agree date: September 16

Review Date: September 17

Our school vision is at the heart of our curriculum...

‘Together we achieve and succeed.’

‘An enriched and creative curriculum that promotes independence is enjoyed both in the classroom and outdoors.’

- Through a child led curriculum, we aspire to ensure that all learning is fun and relevant so that the needs and interests of all are met.
- We promote independence and support our children in becoming reflective learners who have a sense of responsibility for their own achievements and personal development. Together we celebrate success and identify next steps in our learning journey.
- We expand inquisitive minds, foster a spirit of curiosity and ignite a passion for learning, building confidence, self-esteem and high aspirations.
- Shared learning experiences are enhanced through involvement of parents and the wider community.
- We celebrate the uniqueness of everyone, treating all with care and respect.
- Children at Seal become active learners who are resilient, adaptable and can make a positive contribution in an ever changing world.
- We uphold the Christian ethos of the school while respecting our own and others’ cultures and beliefs, both in school and within the wider community.
- Values such as responsibility, respect, love and forgiveness encompass all that we do.

Seal CE Primary School is a Rights respecting school and we believe every child is entitled to an education and has the right to learn (Article 28)

Our Aim:

At Seal CE Primary we want our Curriculum to be a rehearsal for life and nurture the skills that are explicit in our core values of respect, independence and creativity. We want our curriculum to develop individual talents and unknown potential and to challenge all learners to be better tomorrow than they were today.

Introduction

Home learning is anything that children do outside the normal school day, which contributes to their learning in response to guidance from the school. Home learning encompasses a whole variety of activities instigated by teachers and parents to support children’s learning. For example, a parent who spends time reading a story to their child before bedtime is helping with home learning.

2. Rationale for home learning

Home learning is a very important part of a child’s education and can add much to a child’s development. The government made clear its commitment to home learning in the 1997 White Paper, ‘Excellence in Schools’, where home learning was seen as ‘an essential part of good education’. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see home learning as an important way of establishing a successful dialogue and communication between the school and parents. Seal CE Primary School values Independence and one of the aims of our school is for children to

develop as independent learners. We believe that home learning is one of the main ways in which children can acquire the skill of independent learning.

Home learning plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. Whilst home learning is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations, and family activities that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school and in the home. Home learning also gives families the chance to better understand the work the children are doing at school.

Aims and Objectives

The aims and objectives of home learning are:

- To enable pupils to make maximum progress in their academic and social development
- To help pupils develop the skills of an independent learner
- To promote a partnership between home and school in supporting each child's learning
- To enable all aspects of the curriculum to be covered in sufficient depth
- To provide educational experiences not possible in school
- To consolidate and reinforce learning in school and to allow children to practise skills taught in lessons
- To help children develop good work habits for the future
- To support the five outcomes of 'Every Child Matters' and ensure all learners stay safe, be healthy, enjoy and achieve, make a positive contribution and achieve economic well being. Seal CE Primary believe that this agenda remains relevant to the ethos of the school.

Types of home learning

We set a variety of home learning activities. In the Foundation Stage, Key Stage 1 and at Key Stage 2 we encourage the children to read by giving them books to take home to share with their parents, but would also anticipate families helping children to read other sorts of books. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child.

We also ask children to learn spellings or mathematical tables as part of their home learning. These will be identified in teacher's planning, which is consequently shared with parents.

It is important that pupils consolidate learning that takes place in class; in view of this, teachers will set either one English or Maths task/sheet each week (with the exception of Years 5 & 6 who will be given both).

Sometimes we ask children to talk about a topic linked to their 'learning experience' at home prior to studying it in school. Sometimes we ask children to find and collect things that we then use as part of the 'experience', and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and many forms of ICT.

In line with our commitment to broaden and deepen the curriculum for our children, we set home learning activities routinely for each 'experience' in the form of a 'Take Home Task'. We expect that children will have the opportunity to consolidate and reinforce learning done in school through these activities at home.

The tasks are project based and open-ended. We aim to ensure that those children whose families are unable to offer support can complete the activities independently. At the same time we recognise that some families are able to support their children to a greater degree and aim to make the project 'meaty' enough to allow for extra interest. Examples of these activities include preparing a speech on a topic or researching historical facts. These activities enable learners to explore the 'learning experience' studied in greater depth, whilst staying in line with our values of perseverance, aspiration, independence and respect.

Amount of home learning

We increase the amount of home learning that we give the children as they move through the school. We expect Key Stage 1 children to spend approximately one hour a week doing home learning, although this may well include reading with a parent. We expect the children in Years 3 to 6 to spend approximately 15-20 minutes per night on home learning. This is in line with DfES guidelines that were issued in 1998.

Of course with project based learning, the time spent on an activity may well be condensed into a block of time, depending on the family.

Pupils with special educational needs

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting home learning to pupils who are names on the register of special needs, we refer to their personalised plans.

Roles and Responsibility

Class Teacher

Class teachers will plan purposeful activities with clear learning intentions which are linked to their 'learning experiences' in class. Marking of home learning will respond to children's efforts and success, providing encouragement and reward. Teachers will investigate reasons for homework not being completed before responding with sanctions.

Class teachers will keep a weekly record of who has completed homework.

The role of parents and Carers

Parents, as the first teachers of their children, have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents to encourage their child to complete the home learning tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. 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 and helping with the work their child is doing.

If parents have any problems or questions about home learning, they should, in the first instance, contact the child's class teacher. If their questions are of a more specific nature, they should contact the Key Stage Leader. It is the role of the parent or carer to ensure homework is completed each week.

Children

Children are responsible for completing tasks as requested (with increased independence as they move through the school). They are to take responsibility for organising any information or equipment they may need.

Responding to children and ensuring homework is completed

In Foundation Stage and Key Stage 1, children are given a happy mark for completing their homework. In Foundation Stage, if homework is not completed, the teacher will discuss this with the parents or carers.

In Key Stage 1 and 2, if children do not complete their homework by the set date, they will be expected to complete it during the school day, but within their own time (chosen by the school). A record will be kept of the completed homework and parents will be informed if pupils regularly fail to complete their homework.

Monitoring and review

It is the responsibility of our governing body to agree and then the Learning and Development Committee will monitor the school home learning policy. This is done by the Learning and Development committee who deals with curriculum issues. Parents will be regularly asked for their views on home learning via questionnaires, informal and formal conversations. Our governing body pays careful consideration to any concern that is raised by any parent. Our

governing body may, at any time, request from our Key Stage Leaders, a report on the way home learning is organised in our school.

Home Learning Programme

'Take Home Tasks' have developed to fit with the skills and knowledge being taught at that time with a particular 'learning experience'. The idea is for parents to work with their children in exploring a range of learning opportunities.

It is important to remember however, that these 'Take Home Tasks' may change as they will be dependent on the prior learning of the children and the expertise and interests of all within the class.

From time to time, other home learning will be offered to fit in with the 'learning experiences' being studied or issues arising from learning in class.

Appendix 1

Home Learning Expectations

All year groups will have a take home task for each learning experience. Parents will be notified of these on the Experience Rationale sent home each time.

In addition to the take home task, pupils will be expected to complete weekly homework tasks. Please see table below for details.

Year Group	Expected Weekly Homework
R	Sharing books, daily reading, letter recognition (linked to phonics), number recognition and or counting
1	Daily reading, spellings and/or letter recognition, number recognition, counting and/or number bonds
2	Daily reading, spellings, times tables and/or number bonds Weekly Maths or English task/sheet
3	Daily reading, spellings, times tables and/or number bonds Weekly Maths or English task/sheet
4	Daily reading, spellings, times tables Weekly Maths or English task/sheet
5	Daily reading, spellings, times tables Weekly Maths and English task/sheet If your child is part of an intervention/booster group, they may be given additional homework to consolidate their learning in school
6	Daily reading, spellings, times tables Weekly Maths and English task/sheet If your child is part of an intervention/booster group, they may be given additional homework to consolidate their learning in school