**Home Learning Policy. September 2021**

**1. INTRODUCTION**

**1.1 School Values and Aims**

Pooles Park Primary School serves a richly diverse community with our children speaking many different first languages; therefore we believe that our children learn by talking, listening and doing. Our aim is to provide a rich, structured and caring environment which offers a varied and balanced curriculum, often based on first-hand opportunities to learn. Our pupils are encouraged to acquire skills and attitudes that will enable them to realise their full social and educational potential and become confident, independent, valuable and caring members of society.

**1.2 Aims of the policy**

* To ensure a consistent approach to Home Learning throughout the school.
* To ensure that teachers, parents and children have a clear understanding regarding expectations for Home Learning.
* To ensure that teachers, parents, carers and children are fully aware of the role they play with regard to Home Learning.

**1.3 The purpose of Home Learning**

* To consolidate, reinforce and extend skills and understanding particularly in English and Maths.
* To provide opportunities for parents and children to work together.
* To allow parents to gain an understanding of what children are learning in school.
* To allow children to progress towards becoming more independent learners.
* To encourage skills and attitudes, which will promote future economic well being.
* To continue to improve the digital skills that children and parents developed during lockdown.

**2. ROLES AND RESPONSIBILITIES**

**2.1 The role of the school**

* To provide parents with a clear policy regarding Home Learning.
* To ensure this policy is fully and consistently followed.
* To provide support for parents with information about Home Learning.

**2.2 The role of the teacher**

* To plan and set a programme of Home Learning that is appropriate to the needs of the child. This includes children with additional needs.
* To ensure all children understand the Home Learning they have been given.
* To be available to talk to parents and children about Home Learning.
* To inform parents if there is a problem regarding Home Learning.
* To keep a record of Home Learning completed.
* To acknowledge the Home Learning the child has done using school agreed systems.

**2.3 The role of the parent/carer**

* To support the child in completing Home Learning whilst fostering a sense of independence in the task.
* To ensure the child completes Home Learning to a high standard and hands it in on time.
* To provide the appropriate conditions for the child to complete the Home Learning.
* To provide the appropriate resources for the child to complete the Home Learning.
* To look after any school resources that are sent home to support Home Learning e.g. Home Reading Books, Games etc

**2.4 The role of the child**

* To ensure they have everything they need to complete Home Learning each week.
* To make sure they understand the tasks that have been set.
* To put in the same level of effort as would be expected of class work.
* To hand the Home Learning in on time.
* To take on board any feedback about Home Learning.
* To look after any school resources that are sent home to support Home Learning e.g. Home Reading Books, Games etc

**3. Home Learning in the EYFS**

In Nursery and Reception our Home Learning consists of adults and children spending quality time talking, listening and reading together. Children are welcome to borrow books from school, to be returned when read. Please refer to our weekly Parent Plans for specific ideas (related to current topics) for you to do at home. Home learning is to be shared using the Tapestry Journal.

**3.1 What type of work will my child get in Reception?**

* **Adults reading to children**.

Children choose two books per week to take home for parents to read to them. This encourages a love of reading.

* **Children reading to an adult**.

When they are ready to, children will start bringing simple books home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Talking about the story and the characters and asking questions about the book will help with the child’s understanding of language. Asking the children to retell the story in their own words will encourage them to think about the main events in the story.

**3.2 How much time should be spent on Home Learning?**

| EYFS | Time should be spent engaging with your child and sharing stories and books with them every day. We do not expect children to be ‘forced’ to do work at home. The idea is to foster a love of learning from an early age. |
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**4. Home Learning in Key Stage 1**

For children in Key Stage 1 we encourage parents to work together with their child to support them with their Home Learning. The emphasis remains on English, in particular reading, and ways in which children can be supported to develop important Maths skills through the use of Mathletics.

**4.1 What type of work will my child get?**

**Reading**

Reading on a regular basis is vital for all children. Children will bring their reading books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is talking about the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child. Children will also have a set of words to practise regularly.

**Maths**

Children should know a range of key facts and it is important that they practise them regularly. They bring home Home Learning which revises key number facts or work that they have done that week. Maths Home Learning is to be completed online using Mathletics.

**4.2 How much time should be spent on Home Learning?**

| Year 1  | 10-15 minutes reading daily. One piece of English and Maths every Friday. |
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| Year 2 | 10-15 minutes reading daily. One piece of English and Mathletics every Friday.Spellings once weekly to be practised and tested on Wednesdays. |

**5. Home Learning in Key Stage 2.**

As children get older, Home Learning provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children but good habits of independent study should be encouraged.

The main focus for Home Learning in Key Stage 2 continues to be English and Maths, however children will be given more varied tasks in other areas of the curriculum or their current topic.

**5.1 What type of work will my child get?**

**Reading**

Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Children in Key Stage 2 (Years 3, 4, 5 and 6) are responsible for making sure they complete an activity, linked to their book, when set by the teacher.

**English**

This will be based around what the children will be learning in class. The work could be based on punctuation or grammar. They may be asked to read something and answer questions. Sometimes the task will be a piece of writing or research.

**Maths**

This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work. Children will be asked to make sure they know their tables from 2 to 12. They should be able to recite them and answer mixed questions. Maths Home Learning is to be completed online using Mathletics.

**Other Areas**

Work could be linked to any other curriculum area, Science, Geography, History and so on. It could take many forms, preparing a talk, completing a piece of research or conducting an interview.

The nature of this work may be more open ended than in other areas and may extend over a series of weeks.

**5.1 How much time should be spent on Home Learning?**

| Year 3 & 4 | 10-15 minutes reading daily and an activity weekly. One piece of each English and Mathletics every Wednesday.Spellings once weekly to be practised and tested on Wednesdays. |
| --- | --- |
| Year 5 & 6 | 20-30 minutes reading daily and an activity when set by the teacher. 2 x 30 minutes tasks in English and Mathletics every Wednesday.For Year 6 additional Home Learning may be set in the lead up to SATs. Please speak to your child’s class teacher about this. Spellings once weekly to be practised and tested on Wednesdays. |

6. **FRIDAY AFTERNOON HOME LEARNING**

Friday afternoons is currently dedicated to children continuing to develop their digital literacy skills through home learning. Home Learning for the afternoon is set on Tapestry (EYFS) and SeeSaw (Key Stage 1 and 2) by members of the Senior Leadership Team each week. These activities include Reading using MyOn, Maths using Numbots or Times Table Rockstars, a physical activity and a research activity. Home learning completed on Friday afternoons should be uploaded to Tapestry or Seesaw in the form of a photo. A member of SLT will comment on this work each Monday, if appropriate, and keep a record of children completing activities. Rewards may be used to praise children who consistently complete Friday afternoon home learning. Chromebooks and wifi technology for home use, or Priority Provision in school, can be provided for families in need of support for the children in their Friday afternoon learning activities.

**7. THE PRINCIPLES OF INCLUSION**

Pooles Park Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having Special Educational Needs or additional needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We fully recognise our responsibilities for supporting vulnerable children and recognise that the Home Learning set for children should be appropriate to their needs. Children who have Special Educational Needs and/or English as an Additional Language may be set Home Learning tasks which are specific to their individual needs. For children with SEND this could include work which supports their SEND or EHCP Support Plan targets or work which supports any intervention programmes they are on. For children with English as an Additional Language Home Learning tasks may be set which support English language acquisition and may be linked to tasks they have been doing in any additional language group work.

**8. HOW CAN PARENTS/CARERS FIND OUT MORE ABOUT HOME LEARNING?**

Each year group will inform parents about Home Learning on Tapestry for EYFS and Seesaw for Years 1 - 6. To help parents and children, Home Learning will be set on **Friday** and due in on **Monday.** Spelling tests will take place on Friday mornings, so children will have a week to practice. Work completed will need uploading to Tapestry or Seesaw for teachers to view. Templates may be provided for this or you can take a photo of your child’s work to upload.

**9.WHY WILL CHILDREN SOMETIMES BE GIVEN EXTRA HOME LEARNING?**

Children who take part in specialised lessons such as 1-1 Tuition and Booster classes may sometimes be set extra Home Learning to reinforce the work being done. Additionally children who work in a one to one situation with teaching assistants will sometimes be given extra Home Learning.

In both cases, children should complete this work alongside their normal Home Learning unless the child or the parents have been told otherwise.

If the child is finding they have too much work then parents should speak to the child’s teacher or the person running the extra sessions.

**10. WHAT ABOUT CHILDREN WHO DON’T COMPLETE THEIR HOME LEARNING?**

The expectation is that all children will complete Home Learning. Teachers will keep records of children completing Home Learning and these records will be checked on a regular basis. If there are any problems with children not completing Home Learning then the teacher will speak to parents to find out why.

**11.WHAT IF A CHILD SAYS THEY HAVE NOT RECEIVED ANY HOME LEARNING?**

There may be occasions if the teacher is away that the Home Learning is not set but we will try to avoid that happening.

**12. MARKING**

The class teacher will check Home Learning weekly and record if the child is returning their Home Learning. They will inform parents if there is an issue with Home Learning. Teachers will acknowledge the Home Learning with a comment if appropriate.

**13**. **CELEBRATING ACHIEVEMENT**

Achievement at Pooles Park Primary School is celebrated in a variety of ways. Children who consistently complete their Home Learning to a high standard and who show a commitment to home learning will receive recognition in Celebration Assemblies and depending on their age, may be given a sticker or reward. They may also be asked to show their Home Learning to the Headteacher or a teacher of their choice.

**14. MONITORING THE IMPLEMENTATION OF THE POLICY**

There will be on - going monitoring of the policy by:

* the Headteacher and Senior Leadership Team;
* phase Leaders;
* subject Leaders;
* the Governing Body;
* Parents.

**15. REVIEWING THE POLICY**

The Senior Management Team will review this policy in the Autumn Term 2022.