



Home Learning Policy

Policy Control	
Responsible Person:	Pete Goodman
Responsible Governors:	Hugh Nelson/Jo Hinde
Approved by Governors:	October 2017
Date due for review:	October 2020

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Goudhurst & Kilndown Church of England Primary School will provide a happy, caring and stimulating environment rooted in Christian values in which every child will flourish. We will realise the potential of every child and instil a lifelong love of learning. Our approach to teaching and learning will be inclusive, supportive and innovative and will embrace new education initiatives and leading technology. We will ensure that our children are aware of the world in which they live, understand the need to play an active role within the local and wider community and appreciate the importance of living a sustainable way of life. In partnership with parents and carers, we will help our children to build high self-esteem, independence and resilience and to develop the life skills they need for their future in an ever-changing world.

Our School Values

Goudhurst and Kilndown Church of England Primary School values

Community • Friendship • Joy • Love • Peace • Trust

and all our stakeholders are encouraged to *reflect* upon their learning and their actions

Statement of Intent

The purpose of Home Learning is to:

- foster a close link between parents/school and the wider community in order to inform and encourage participation.
- widen pupils' learning experiences and to raise the awareness of parents to the availability and variety of additional learning resources e.g. library, ICT, seeking the experiences of others.
- reinforce, consolidate and extend the learning experience within the classroom and to help teachers monitor the effectiveness of this.
- promote self-confidence, resilience and responsibility in planning, organising and delivering through independent learning.

Making Home Learning work

Home learning is effective when the teacher, the parent/carer and the child understand their individual responsibilities and work closely together. The responsibilities of everyone involved in our Home Learning policy are set out below.

Responsibilities of teachers are to:

- set appropriate Home Learning tasks – interesting and at the right level
- ensure tasks are fully understood
- check Home Learning is completed and give feedback
- celebrate children's work through display and "showcasing"
- recognise and reward effort and work well done

Responsibilities of pupils are to:

- make the time to complete work carefully and well
- discuss difficulties with the teacher as soon as they arise
- ensure parents know the task(s) to be completed and ask for support if necessary
- hand in completed work on or before the due date

Responsibilities of parents are to:

- know what the school expects of children and parents
- encourage children to do their best at all times
- talk to the child about what he/she is learning and to support but not do the work for them!
- listen to any worries and to get in touch with the school if necessary
- try to arrange supporting activities such as going to the library or visiting museums/galleries.
- check the child's Planner (which includes the Reading Record).
- speak to the class teacher if Home Learning tasks are regularly taking longer than the designated time.

Responsibilities of the Headteacher:

- monitor the effectiveness of the policy and how it is implemented.

Responsibilities of the Governors:

- evaluate the uptake and effectiveness of the policy through the parents' forums, pupil interview questionnaires and teacher's feedback.

How often will homework be set and how much time should children spend on it?

All children will have a Planner and we will always leave enough time for homework to be completed in the week and one weekend to help families manage extra-curricular clubs, family time and to help support working families. Children will receive their home learning tasks weekly on a day agreed by their class teacher. The completed tasks should be returned to school the following week.

From September 2017 Home Learning activities will follow the programme below:

	Daily	Weekly
Foundation Stage	Daily reading	Occasional tasks relevant to current learning in class.
Year 1	Daily reading	MA Books, Phonics book,
Year 2	Daily reading	MA Books, Phonics books & Weekly Learning Journal activity (Topic, Science, English).
Year 3	Daily reading	Weekly Learning Journal (Topic, Science, English)/or Maths activity (eg Inspire Task/ Times-tables) MA book & spellings
Year 4	Daily reading	Weekly Learning Journal (Topic, Science, English)/or Maths activity (eg Inspire Task/ Times-tables) MA book. & spellings
Year 5	Daily reading	Weekly Learning Journal (Topic, Science, English)/or Maths activity (eg Inspire Task/ Times-tables) MA book & spellings
Year 6	Daily reading	Weekly Learning Journal (Topic, Science, English)/or Maths activity (eg Inspire Task/ Times-tables) MA book & spellings

Children will receive their home learning tasks weekly on a day agreed by their class teacher. The completed tasks should be returned to school the following week.

The Department for Education's recommended time for children to spend on Home Learning is as follows:

Year R	(10 minutes per day)
Years 1 and 2	Up to 1 hour a week (in total)
Years 3 and 4	Up to 1½ hours a week
Years 5 and 6	Up to 2½ hours a week

Any difficulties with homework should be noted by the parent on the home learning sheet or discussed with the class teacher. Children should not exceed the expected completion times by more than a few minutes.

Home Learning Activities

Reading

Reading is a key skill that should be rehearsed daily. We hope to foster a love of books and reading both at school and at home. It is not possible for an adult to hear a child read at school every day. It is most important, therefore, for a parent or carer to try to hear their child read as often as possible, to discuss the plot and characterisation and ask the child questions about what has been read. Younger children need to

be heard on a regular daily basis, older children may however be expected to read a variety of material independently and silently to themselves.

English, phonics and SPAG

This may include learning key vocabulary, learning spelling patterns from a phonics lesson or SPAG lesson, or learning other commonly used words, completing a comprehension exercise or a piece of writing relating to the current learning in class.

Maths

Depending on the Year group, children are expected to complete a page in their Mental Arithmetic books (MA) to support learning in school; book levels should be appropriate to ability and if anything, slightly challenging. If you are in doubt, please consult with the class teacher.

Additional Maths tasks may be allocated, for example times-tables or specific short tasks from the Inspire programme.

Topic based

This could include some research about a current topic in science, history or geography, some design work in art or DT or a piece of writing that relates to current learning. This work must be completed in the Learning Journal or neatly trimmed and stuck in the Learning Journal.

Homework should not be submitted in loose-leaf form unless directed and should conform to the school's high standard of presentation.