



**Kibworth CE**  
**Primary School**

Let Your Light Shine

## Home Learning Policy

This policy has been written following consultation with parents, children, staff and governors of the school.

### BACKGROUND

Research over a number of years has shown that home learning or home activities can make an important contribution to children's progress at school. Although home learning policies are not statutory, they may be taken into account in inspections of schools by OFSTED.

This policy should be an important source of guidance and information for teachers and parents, ensuring that home learning arrangements are manageable as well as educationally beneficial. It will be secure when:-

1. Children and parents or carers are very clear about what they need to do.
2. Parents and carers are treated as partners in their child's learning.
3. Tasks are carefully planned and structured to support progression in learning, as part of the school's schemes of work.
4. There is a regular programme so that everyone - teachers, children and parents or carers - knows what to expect each week.
5. When relevant, children receive prompt clear feedback on their work.
6. There is firm leadership and a team approach to ensure consistent practice.
7. The policy is regularly monitored and evaluated to check that it supports children's learning in the best possible way.
8. The policy outlines how the school will endeavour to meet the needs of all children

### DEFINITIONS

Home learning refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. It refers not merely to formal exercises but includes such activities as reading with, or being read to by, parents and carers. Mathematics may include number games and practical weighing, measuring and counting activities.

### THE PURPOSE OF HOME LEARNING

Home learning has a vital role in raising the standards of achievement of pupils in school and has many facets. It is intended to:-

- Support, consolidate or extend skills and understanding already introduced in school.
- The focus of home learning will be on maths and english in order to help all children reach Age Related Expectations.
- Extend the quality of learning experience offered to pupils.
- Enlist parental support to enrich resources for learning, of all kinds, at home.
- Provide direct information about what and how the child is learning in school.
- Develop individual interests in topics not directly related to school work.
- Enable teachers, parents/carers and pupils to work in partnership, sharing enjoyable learning experiences, assessing learning and deciding future learning objectives.
- Ensure progression towards independence and individual responsibility.
- Develop personal organisational skills, work attitudes and personal attributes e.g. initiative, self-discipline, self-confidence. These skills and qualities will be particularly important in the secondary school.

## TYPE AND AMOUNT OF HOME LEARNING

Given the wide range of purposes of home learning it is clear that the type and amount of home learning will be determined by a combination of two key factors:-

1. The purpose of the particular activity.
2. The age, ability and aptitude of the child.

The amount of time spent on home learning is perhaps less important than the quality of the tasks set and the way they are planned to support learning. There will be increasing emphasis on promoting independence and responsibility as the children progress through the school. Work may be differentiated or take the form of more open-ended investigative tasks. Shorter tasks may be set during the week with more extended or challenging tasks set at weekends or before holidays. Care will be taken to ensure that the amount set is even and balanced.

The school notes the following government's recommendations relating to **home activities**:-

RECOMMENDED WEEKLY TIME ALLOCATION	
	READING AND OTHER ACTIVITIES
RECEPTION YEAR	1 HOUR
YEARS 1 AND 2	1 HOUR AND 15 MINUTES
YEARS 3 AND 4	1 HOUR AND 30 MINUTES
YEAR 5 AND 6	2 HOURS AND 30 MINUTES

We feel it is important that after a full and challenging day at school a period of relaxation and recreation is vital for pupils' personal, social, moral, spiritual, cultural and physical development. In view of this it is important for teachers, pupils, parents and carers to appreciate that:-

- These are **average** figures and do not reflect the variation which may occur from day to day or week to week.
- The figures refer to a full and diverse range of 'home activities' and not merely formal written exercises.
- The figures should be taken as guidance only and care should be taken not to exceed them on a regular basis.

WEEKLY HOME ACTIVITIES	
<b>RECEPTION YEAR</b> <b>(1 HOUR PER WEEK)</b> Daily home reading Home Learning set on Fridays and returned to school on Wednesdays	<ol style="list-style-type: none"><li>1. Reading books sent home for children to practise reading.</li><li>2. Key words to be learned.</li><li>3. Selecting items to bring to school for the 'sounds table' to develop phonics knowledge.</li><li>4. Handwriting sheets to practise letter formation.</li><li>5. Practical numeracy activities e.g. snakes and ladders, laying the table.</li><li>6. Investigative activities to find information to support topics studied in school (science etc).</li></ol>
<b>YEARS 1 AND 2</b> <b>(1 HOUR AND 15 MINUTES PER WEEK)</b> Home Learning set on Fridays and returned to school on Wednesdays	<ol style="list-style-type: none"><li>1. Reading books sent home for children to practise reading, to complete reading challenges or to complete their Reading Journal.</li><li>2. Key words to be learned.</li><li>3. Activities to develop phonic, spelling, and reading skills.</li><li>4. Learning appropriate times tables and number facts.</li><li>5. Spelling activities which enable children to recognise word families and apply their phonic knowledge</li></ol>
<b>YEARS 3 AND 4</b> <b>(1 HOUR AND 30 MINUTES PER WEEK)</b>	<ol style="list-style-type: none"><li>1. Reading books sent home for children to practise reading, to complete reading challenges or to complete their Reading Journal.</li><li>2. Handwriting sheets to practice cursive writing skills where appropriate.</li></ol>

<b>Home Learning set on Fridays and returned to school on Wednesdays</b>	3. Spelling activities which enable children to recognise word or more complex letter combinations. Children may often be required to extend word lists by finding their own examples. 4. Learning appropriate times tables and number facts. 5. Follow-up work and activities from the mathematics work done in class.
<b>YEAR 5 AND 6</b>  <b>(2 HOURS AND 30 MINUTES PER WEEK)</b>  <b>Home Learning set on Fridays and returned to school on Wednesdays</b>	1. Reading books sent home for children to practise reading, to complete reading challenges and to complete their Reading Journal. 2. Handwriting practice of cursive writing skills. 3. Spelling activities which enable children to learn about word families, involving more complex letter combinations. These will often require children to extend word lists by finding their own examples. These will be tested on a weekly basis. 4. Learning appropriate times tables and number facts. 5. Follow-up work and activities from the mathematics work done in class scheme. 6. Investigative activities involving finding information to support topics studied in school (science etc). These may take the form of extended research topics.

## COMMUNICATION ABOUT HOME LEARNING ACTIVITIES

Specific home learning tasks and activities for pupils will be organised by the children's class teachers each week. These tasks will be set out in a home learning book or folder by each child. The home learning book/folder should be taken home and returned to school on a weekly basis. Parental support is requested to help children with the organisation of their home learning and to take care of their home learning book/folder.

## SPECIAL EDUCATIONAL NEEDS

Generally, it is important that children with special educational needs should do as much in common with other children as possible. However, setting appropriate home learning which does not demand too much or too little of them is a task requiring close co-ordination between class teachers, special needs co-ordinators and parents/carers. In accordance with the policy for all children, home learning tasks should:-

- Have a clear focus and time-guideline.
- Give ample opportunities for pupils to succeed.
- Be manageable by teachers, pupils and parents/carers.

## MANAGEMENT OF HOME LEARNING

The class teacher shall be the person responsible for ensuring that the demands of home learning are manageable for pupils on a day to day basis. It is imperative that the demands on pupils are even and balanced. Home learning books which include information about weekly home learning tasks will be given to each child to support this.

It is important to ensure that the provision and marking of home learning does not become so burdensome that the quality of educational provision in school suffers.

Home Learning will be set in a regular pattern to establish a routine with children. E.g. spellings on a particular day. It is important to allow more than one evening for home learning to be completed (to allow for any out of school activities) and to allow extended periods of time when appropriate.

## **ROLE OF PARENTS AND CARERS**

Information for parents and carers about the school's policy for home learning is sent to parents each year.

In general parents are encouraged to:-

- Get to know what their child's home learning tasks are each week by reading information provided by the class teacher.
- Provide a suitable place in which children can do their home learning either alone or with the support of an adult or sibling.
- Support children with the organisation of their home learning.
- Make it clear to pupils that they value home learning and support the school in explaining how it can help their learning.
- Become actively involved in the home learning activities of young children.
- Encourage pupils and praise them when they have completed home learning.
- Expect older children to meet deadlines and check that they have done so.
- Support the school in monitoring pupils' home learning.
- Feel confident to ask for support from the school

## **FEEDBACK TO CHILDREN FROM PARENTS, CARERS AND TEACHERS**

Parents and carers have a vital role in providing immediate feedback to children as their home learning progresses. Generally, the earlier the children receive feedback from teachers, the more effective it is. It is important that children's efforts are acknowledged and valued. Feedback may take the form of celebration within a lesson, assembly or online via Twitter, Tapestry or the school website. Written feedback will be given for all maths and English activities.

## **ARRANGEMENTS FOR MONITORING, EVALUATING AND REVIEWING THE HOME LEARNING POLICY**

The implementation of the home learning policy will be monitored by the SLT supported by Core - Subject Leaders with reports presented to the Senior Leadership Team and governors.

The policy will be reviewed with all staff annually. Parents' satisfaction with home learning provision will be regularly sought through a parents' survey. The results of the review will be shared with pupils, parents, staff and governors.

Thereafter, whole school staff meetings will be held to review the effectiveness of the policy. A key criterion in assessing the policy's effectiveness will be the extent to which home learning contributes towards the progress which pupils make at school and towards their attitude to learning.

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