

Home Learning **Policy**

This policy was adopted by the School Governing Body on

19th January 2023

Review Date: January 2024

Learning at home is an essential part of good education. It should reinforce learning which has taken place in school or be used to pre-learn areas of future focus. Through completing home learning, pupils should develop the skills and attitudes of independent study, in readiness for lifelong learning. If home learning is effective, it also opens another channel of home-school communication and greater opportunities for home-school partnership, which is a very important tool for promoting children's learning, e.g. the prime importance of parents and children reading together.

The home learning programme at Hazeldown is seen as part of the overall strategy of raising standards and making the best of children's learning. The work set, and the length of time that we expect to be spent on home learning, will increase as the children move up the school. We are also aware that too much home learning can demotivate and tire the children therefore we strive to achieve an appropriate balance.

Through our home learning programme, we aim to:

1. Promote our pupils becoming more independent by expecting that they will take responsibility for their learning at home.
2. Develop pupils' perseverance, personal organisation skills and positive attitudes to learning.
3. Build upon and support learning in school.
4. Encourage parents to be involved in their children's learning.

Parental support

Parental support is essential for home learning to be worthwhile.

We do expect a regular commitment from both pupils and parents. For example, it is essential that the children read regularly (see expectations below) at home. At times this may be done independently however, irrelevant of the child's year group, there is still great value in a parent reading with their child. When doing so, reading tasks should not solely focus on decoding skills; children should also be encouraged to infer meaning and demonstrate a clear understanding of the text they are reading. Parents are encouraged to consult with their child's class teacher, or Mrs. Tierney, our Literacy Subject Leader, for further information on effective reading questioning.

Parent: Teacher communication

Regular opportunities for communication between teachers and parents about home learning expectations are encouraged; we advise parents who have queries about home learning to contact their child's class teacher as the first port of call.

Support resources for Maths and Reading are available on our website. These provide parents with additional information, which they can use to support their child.

Reading record books are used throughout the school to provide parents with the opportunity to regularly communicate with the class teacher. Home learning books will also be provided. However, we like to encourage the children to record the work in ways of their choice (including digitally). Therefore, the workbooks are not always necessary.

Home learning for pupils taking holidays during the school year

We do not set extensive formal home learning for children who go on holiday during school time. However, these children are encouraged to keep a journal or diary whilst on holiday and to read regularly. They may also have another key piece of work to complete, provided by their class teacher, where necessary.

Home learning tasks

Home learning at Hazeldown is sent home as a 'menu' of activities and tends to span two/three-week time periods. The 'menu', which is designed to encourage pupil independence and offer the opportunity for self-directed learning, will consist of a number of different tasks, each of which are allocated a number of points – either five, ten or fifteen. It is expected that by the end of the time period, each child will have completed activities that total fifteen points.

How the pupils go about this will be individual to them and their chosen activities. The activities provided will include core subject areas such as literacy and maths as well as non-core subject areas, for example art and design technology. Some tasks may be open ended and may involve practical work, encouraging the children to investigate, e.g. exploring the garden to find out where different creatures live, maths challenges, etc. Others may involve work in individual workbooks (provided to the children by the school).

Daily reading is essential. However, we also encourage our children to use other resources to develop their core skills such as Times Table Rockstars, Numbots and Readwriter.

In addition to the above tasks, year 6 must also complete a weekly arithmetic worksheet which is handed out every Friday; it is reviewed as a class during the following week.

To provide consistency, home learning tasks are always set on a Friday and are collected in on a Wednesday. The relevant dates will always be detailed on the pupils' home learning letter, which is accessible via the children's Google Drives. (Class teachers will email parents to confirm when Home Learning has been added to the Google Drive).

Home learning will be set during term time only; no home learning tasks, with the exception of reading and spelling practice (which is accessible through the Readwriter programme), will be set during school holidays.

Home learning – the weekly expectations

Those children in Key Stage 1 are expected to read for a minimum of ten minutes, five times a week. This increases for children in Key Stage 2, where the expectation is for a minimum of fifteen minutes, five times a week. In addition, spelling patterns/ rules will be directly taught each week in school and as a follow up activity, children will be encouraged to use Readwriter (online spelling resource) in order to embed their new learning.

The expectation is that home learning tasks in Key Stage 1 should not take longer than thirty minutes per week. For the majority of Key Stage 2, this increases to an hour per week with the exception of year 6, who are expected to do an hour and thirty minutes per week.

If home learning tasks are taking longer than the timings detailed above, parents are encouraged to stop once their child has worked for the desired time period and see their child's class teacher to discuss the suitability of the task. Do not expect your child to complete the whole task (unless they wish to do so!) and end up with them working for considerably longer than the aforementioned timings as this will usually result in the child becoming demotivated.

If home learning is not completed, and an appropriate reason is not provided by the child's parent/guardian, the child will be expected to complete the home learning task/s during their lunch time, either with their class teacher or with whichever adult is in charge of 'Chill out'.

Feedback

Feedback for all home learning will be provided promptly and will discuss how the child has done with the task set. Most feedback will be provided by the child's teacher with ticks, green

highlighting, smiley faces, stickers and stamps being used to celebrate the strengths within a home learning task. Sometimes, home learning will be marked within class time, with the child either self-marking their work or working with a peer to mark it. On these occasions, feedback may be provided by the child's peer/s concerning the effectiveness of the piece. Some home learning tasks will be set with the intention of being used when journaling within SOLE sessions. Feedback for such pieces of work will be provided in the child's SOLE book.

Some pieces of home learning may be selected for display around the school. Feedback for these will usually be provided on the reverse of a luggage label, which will be attached to the work whilst it is on display. A photo will also be taken so it can be added to the child's SOLE book.

For KS2 pupils, and some children from year 2, reading progress is tracked weekly using our Accelerated Reading programme. The class teacher reviews the percentage achieved towards the pupils' individual targets; the children can then move their photo towards the goal of achieving 100% at the top of the class tree.

Progress made using Readwriter and Times Table Rockstars are also reviewed weekly-encouraging our pupils to progress to the 'Gold Award' for Readwriter or a 'Rock Hero' for Times Table Rockstars.

In order to ensure prompt feedback, all home learning should be handed in to the child's class teacher by the end of the day on the designated Wednesday.

Summary

Key Stage One

- All children will have a home learning book.
- All children will have a reading record book.
- Pupils are expected to read for ten minutes, five times a week.
- Children will be provided with a 'menu' of activities to choose from over a period of time (usually 2/3 weeks). It is expected that by the end of the time period, each child will have completed activities that total fifteen points.
- The expectation is that pupils will complete home learning activities that equate to thirty minutes per week (excluding reading and spellings).
- Home learning will be set on Friday and handed in on a Wednesday – specific dates will be detailed on the home learning letter provided by class teachers.
- Home learning will be posted in the relevant Google Drive folder.
- Google Drive, Readwriter and Numbot log-in details will be placed in the front of each pupil's reading record book.

Key Stage Two

- All children will have a home learning book.
- All children will have a reading record book.
- Pupils are expected to read for fifteen minutes, five times a week.
- Children will be provided with a 'menu' of activities to choose from over a period of time (usually 2/3 weeks). It is expected that by the end of the time period, each child will have completed activities that total fifteen points.
- The expectation is that pupils will complete home learning activities that equate to one hour per week (excluding reading and spellings).
- Home learning will be set on Friday and handed in on a Wednesday – specific dates will be detailed on the home learning letter provided by class teachers.
- Home learning will be posted in the relevant Google Drive folder.
- Google Drive, Readwriter, Accelerated Reading and Times Table Rockstars log-in details will be placed in the front of each pupil's reading record book.
- Year 6 children complete a weekly arithmetic task.