



## Esh Winning Primary School

### Policy for Home Learning

#### Introduction

The term **Home learning** is used in place of **Homework**, to encourage children to take ownership of their own 'learning'. This policy states why the school sets home learning and identifies the role it has in raising achievement.

#### Rationale

The school believes that home learning is a significant factor in

- Developing skills and attitudes for lifelong learning
- Increasing parents and carers involvement in and understanding of schooling
- Providing opportunities for developing independence in learning
- Consolidating skills and knowledge
- Helping children understand that learning happens outside of the school setting.

#### Aims

- To maintain liaison between home and school
- To consolidate learning that has gone on within school
- To give children opportunities to manage their time and organise their own learning activities
- To encourage children to be independent through building self-confidence and self-discipline
- To allow children the opportunity to use an extended variety and range of learning resources
- To provide opportunities for carrying out research and open ended tasks
- To prepare the children for the next stage of schooling.

#### Entitlement

All children are entitled to receive well planned and well matched home learning tasks. They should be given clear instruction and adequate time to complete the tasks given. Teaching staff must always give a response to home learning which is completed and returned within the timescale set. Children are rewarded up to 5 Family Points for each piece they complete. This reward is for the effort that has been put in. Staff are not expected to mark home learning which is handed in late.

#### Guidelines for Home Learning

These guidelines are intended to support professionals in providing home learning which supports pupils in their learning and is appropriate for their stage of development. The guidance is based on the rationale and aims set out in the policy for home learning. The home learning tasks referred to in these guidelines are given in addition to home reading and any other tasks which may be given.

#### Principles

When giving home learning teaching staff should consider the following principles:

- Home learning should be built into curriculum planning
- Across a term, home learning should cover a broad range of styles and subjects

- Whenever possible home learning activities should give children opportunities to apply skills and knowledge learned at school, (repetitive tasks such as lists of calculations, sentences, etc. are to be avoided)
- Tasks should not rely on resources which are not readily available within the home or locality
- Clear guidance should be given to children and families on what is expected
- Children should be given a response to their home learning
- Parents/Carers should be encouraged to make notes about the home learning and these should be responded to.

### Rights Respecting

At Esh Winning Primary School we promote children's rights from the UN Convention of the Rights of the Child. We see children's rights as a central focus in everything we do, as a framework for our teaching and learning and at the heart of our ethos.

The school has a rights respecting ethos; all classrooms have developed a charter through collaboration between children and adults. Through our belief in children's rights, we aim to provide a secure, caring environment where all children achieve.

In our home learning provision we aim to allow the children an opportunity to focus on the following rights:

Article 13 - Get and share information (as long as it is not harmful to them or others)

Article 14 - To think and believe what they want and to practise their religion.

Article 17 – To reliable information

Article 23 – To support if they have any kind of disability

Article 28 – To an education

Article 29 – To develop each child's personality and talent to the full

Article 30 – To enjoy own culture, religion and language

Article 31 – To relax, play and join a wide range of activities.

### Organisation

Each pupil has access to a Home learning folders (green), which are set up with the year group's curriculum overview at the beginning of each term. This provides information to both the pupil and parents / carers on topics and vocabulary that will be covered throughout the term. Pupils are encouraged to investigate topics and share their research with the rest of the class.

Home learning is set every week by each individual teacher. The home learning should include a focus on the practising of basic skills, e.g. spellings, times tables practice, grammar practice.

Additional home learning can be set if there is a specific concept or skill that the teacher feels requires further consolidation. Any recorded home learning must be acknowledged. Responses to practical tasks could be given verbally or through class discussion.

### Quantity

Home learning tasks should not be given which require children to spend more than 20 minutes a day. However, the setting of open ended tasks, particularly in Key Stage 2, will give children the opportunity to take learning further in areas which interest and motivate them. This gives a time structure for general home learning. However, from time to time, individuals or groups of children may be given other tasks to take home in order to support their learning in a specific area of the curriculum.

## Type

Over a term, home learning should involve the children in a broad range of activities and learning styles. These could include:

- Research
- Practical activities
- Projects
- Observational tasks
- Collecting resources
- Problem solving
- Open ended challenges
- Recorded tasks, (e.g. writing, drawing, charting information)
- Interviews.

## Home Reading

Daily home reading is vital for the progression of all learning. There is an expectation that all pupils will read every night. Parents/carers are encouraged to be actively involved in listening to their children read and ask questions about that reading. This activity should then be recorded in the pupil's reading record. Reading incentives, such as the Reading Marathon (where pupils have the opportunity to win books) run alongside class incentives.

## Equal Opportunities

The school is committed to providing equal opportunities for all pupils through the organisation, ethos, curriculum and resourcing of the school. Home learning should reflect this. Any materials sent home should give only positive images of any gender, culture or religion referred to. Care should also be taken to ensure that home learning is accessible and relevant to pupils of all backgrounds.

## Special Educational Needs

Children who have been identified as having special needs have the same entitlement to well organised home learning as other pupils.

Home learning will be differentiated to meet a wide range of needs within school. Where necessary tasks will be adapted to enable individual pupils to access them, and from time to time additional resources may have to be provided.

## Parental Involvement

The school recognises that education is a shared responsibility and values the important role which parents/carers play in their child's learning. Home learning is an ideal opportunity for home and school to work together, and establish good links.

Instructions for home learning should be clear, and the tasks given should help parents/carers to come to a clearer understanding of what and how their children learn. Parents/carers should feel free to comment on their child's home learning and their comments should be valued and responded to where necessary.

Reviewed September 2019.