



# Alexander Hosea Primary School

*'Roots to grow, wings to fly'*

## **Home Learning Policy – April 2020**

### **Introduction**

At Alexander Hosea School, we believe that home learning supports children's learning at school across the curriculum.

Our home learning policy is underpinned by our school ASPIRE values: Adaptable, Self-belief, Perseverance, Inclusion, Respect, Enquiry.

### **Rationale**

Research (Cooper, Robinson, and Patal) has shown that home learning can make an important contribution to children's progress in school. We recognise the vital role in which well-planned home learning can play in supporting pupil progress and raising standards of attainment.

### **Definition**

Home learning is defined as additional learning which is undertaken at home to support learning activities in school.

### **Aims**

- To promote pupil progress and high standards of attainment.
- To reinforce, consolidate and extend learning.
- To promote a zest for discovery and learning.
- To offer children the opportunity to follow their own interests and learning paths and to develop study skills.
- To develop independent learning skills and individual responsibility.
- To practise or consolidate basic skills and knowledge, especially in Mathematics and English.
- To support children with meeting their individual targets and next steps in their learning.
- To develop self-belief and perseverance needed to learn independently.
- To improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- To provide opportunities for parents, pupils and the school to work in partnership in relation to children's learning.
- To encourage pupils and their parents to share and enjoy learning experiences.
- To help children manage deadlines.
- To help prepare children for the expectations of secondary school.

### **Guidelines**

Home learning will be linked with the children's learning in school (including pre-learning research tasks) to ensure its effectiveness in reinforcing and extending learning and in providing appropriate challenge.

Class teachers will be responsible for ensuring that the demands of home learning are manageable for pupils and parents/carers on a day to day basis, making any necessary adaptations (e.g. explaining

instructions clearly so parents understand what is required, providing these in a different format, larger font etc.).

The amount of home learning set will increase as the children move from EYFS, through KS1 and then KS2.

Time frame - this may vary according to the child, the age of the child and the type of home learning set, but should, where possible, give children longer than a weekend.

Care will be taken to ensure that a variety of home learning is provided which is accessible to all.

Where possible, teachers will recommend relevant websites for families to access to support learning at home.

### **Core learning**

Children will be expected to:-

- Read daily to parents/carers and answer questions about the text (including using Bug Club).
- Share a range of books with their parents/carers.
- Learn and undertake related activities to practice phonics, key words and spellings.
- Learn number bonds and times tables (including using Mathematics and Timestables Rockstars)

These are most impactful when ongoing throughout the week.

Support will be provided for parents who require help to support their children with these activities.

Core learning will be interspersed with project based home learning.

### **Key Stage 2 Home Learning Grids**

In Key Stage 2, home learning grids are used in addition to these regular core learning tasks. These grids offer a choice of home learning activities across the curriculum, which can be completed over a longer period of time, which is determined by the teacher. These larger pieces of home learning may be done in small chunks over a few weekends.

These may require children to research an aspect of their theme project, undertake an investigation, plan and make something or prepare for an oral / ICT based presentation. These activities will be more open ended and flexible to allow children to develop their personal interests and open up wider opportunities for their learning.

There will be a balance between home learning involving research and other types of home learning throughout the term.

Sometimes children in intervention groups or with a specific gap in learning will have home learning set which reinforces their personal learning targets.

If the school is closed during term time for any reason, teachers will plan learning for the children and this will be communicated to parents digitally – Google Classroom, emails, school website – class pages.

In response to parental feedback, the teachers will avoid, where possible, setting home learning for school holidays, except when the children are approaching a statutory assessment (eg in Year 6). However, sometimes an investigation or research is set for completion in preparation for the next term's project.

If parents choose to take their children out of school for holidays, the school will not provide any learning for them to complete whilst on holiday.

## **Expectations**

### **of children:**

- All home learning will be completed and returned to school on time.
- Children will challenge themselves and try their best.
- Children will use Mathletics/Timestables Rockstars to improve maths skills (this may be accessed in school if children have no internet access at home).
- Written activities will be completed in pencil (KS1) and in pen (KS2).
- All recorded activities will be carefully presented.
- Children will have the opportunity to share their home learning projects with their peers in school

### **of parents:**

- Support children with planning time to complete home learning tasks.
- Share books and hear children read, asking questions to promote comprehension and inference skills.
- Encourage and support children when they complete their home learning.
- Take every opportunity to share and participate in children's learning experiences without completing home learning for them.
- Work in partnership with the school
- Ask for help to support their children's learning at home if required.

### **of school:**

- Provide a 'Meet the Teacher' session for parents and class teacher at the beginning of each year, during which expectations for home learning will be explained.
- Provide appropriate home learning, which is accessible to all.
- Provide activities which consolidate and reinforce skills and understanding being taught at the time and inform parents of these e.g. specific maths concepts.
- Provide opportunities for children to develop their research skills.
- Make clear explanations of home learning requirements, including when it is due to be completed; the standard of learning expected and how much parental support can be given.
- Provide opportunities to develop independence and self-discipline in relation to learning.

- Develop home learning activities as an integral part of the partnership with parents.
- Support parents who require help to support their children with home learning.
- Provide feedback from home learning as part of home learning share opportunities.
- Make home learning fun!

## Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan learning opportunities which are differentiated for the performance of all groups and individuals. Alexander Hosea Primary School is committed to creating a positive climate that will enable everyone to learn free from any intimidation and harassment and to achieve their full potential.

## Conclusion

Home learning is valued through:

- A variety of presentations to an audience of children and adults.
- Using it for display purposes where relevant.
- Recognising its positive impact on personal development, progress and attainment.

## Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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<b>Position</b>	Deputy Headteacher	<b>Date ratified</b>	6 <sup>th</sup> May 2020
<b>Document Status</b>	Draft	<b>Next Review Date</b>	Summer 2023
<b>Version</b>	1	<b>Reviewing Committee</b>	Teaching & Learning