

Heathmere Primary School Home-learning policy – October 2017

Heathmere



Respect

Resilience

High Expectations

Written by: Danielle Gaynor
Role: Assistant Headteacher
Date: October 2017

At Heathmere, we recognise that well organised and appropriate home learning plays an important role in supporting teaching and learning. However, we also recognise that any home learning activity should not detract from the range of pursuits enjoyed by children outside of school, such as participation in team games, worship or membership of a club. We also recognise the great value of play in the home environment.

Our Aims

The aims of the Home learning Policy are to:

- ensure that home learning contributes to children's progress and attainment in school;
- ensure consistency across the school as well as progression in terms of the amount of home learning and level of challenge, as children move through the school;
- ensure that parents are clear about what home learning is set for their children;
- encourage parents to help with home learning and to support their child's learning and development.

The aim of home learning is to:

- provide opportunities for parents, children and the school to work together to support and accelerate children's learning;
- provide opportunities for learning beyond the classroom environment;
- practise and consolidate key skills, particularly in numeracy and literacy;
- reinforce other learning covered in class or to prepare for learning to be completed in class;
- encourage children to become resilient by developing the responsibility, confidence and self-discipline to study independently;
- to prepare year 6 pupils, in particular, for the transfer to secondary school.

Home learning at Heathmere

Types of home learning

In a typical week, home learning should include daily reading, spellings and a maths race target individual to the child. An additional optional home learning menu will be sent home each half term which will be set by the teacher and linked closely with learning in class. This will be presented in whichever way they child wants, and can be researching a topic, drawing a character from a book or making a PowerPoint presentation.

All home learning will be sent home in the children's learning planner and the children will have had time in class to discuss this. Children will take responsibility for adding their own home learning to their planner. Optional homework will be sent home half termly with the curriculum information for parents.

Heathmere Primary School Home-learning policy – October 2017

Home learning planners

Each child has a home learning planner which will be taken home each night, as well as a reading book which is changed regularly. The home learning planner should be brought to school every day and daily reading should be recorded.

Reading, spellings and Maths race target are not optional therefore there will be an expectation for children to complete this on a daily basis. Children may be expected to read during break time or lunchtime if there is no evidence of daily reading. Teachers will liaise with parents if this becomes a regular occurrence.

We also encourage parents to support their children's learning in other ways by visiting the library, participating in clubs or activities or visiting websites which support learning (details of clubs and appropriate websites are available on the school website and a guide on 'how to help your child to learn' will also be produced by the school).

The role of the class teacher

- to set home learning which focuses on practising and consolidating key skills, reinforces other learning or prepares for new learning;
- to set home learning that is appropriate for the child's age and ability;
- to provide a clear explanation of home learning activities, either in writing or by explaining verbally;
- to ensure home learning is purposeful and helps to raise progress and attainment;
- to use the school's reward system to recognise children who regularly complete home learning or complete home learning to a high standard;
- to mark home learning, providing appropriate feedback;
- to help and support parents, including discussing home learning with them or signposting parents to other ways they can support their child (such as websites or using other resources);
- to set clear and reasonable deadlines for completion;
- to ensure children are supported to complete home learning;
- to follow the Home learning Policy;
- to encourage children to choose their spellings from their year group list;
- to allocate time for children to enter spellings and maths race target into their planner.

The role of the Headteacher and Governing Body

- to ensure compliance with the Policy;
- to discuss home learning or any other aspect of children's learning with parents or carers;
- to inform new parents and staff about the content of the Policy and expectations for home learning.

The role of parents and carers

Home learning is most effective when it is completed with the support of parents or carers. This might involve a parent checking home learning before it is handed in, reminding their child to complete their home learning or sitting with them to support and encourage them. Some tasks are much more effective when they are completed with an adult or older sibling, such as times tables or spellings practise.

Home learning should provide challenge to children so it ensures they learn and make progress, but it should not be onerous or cause stress to the child or parents. If parents or carers have any concerns or are unclear about home learning that has been set, they should not hesitate to contact their child's class teacher.

Heathmere Primary School Home-learning policy – October 2017

The role of parents/carers is:

- to support their child's learning by ensuring home learning is completed;
- to provide a suitable time and place for their child to complete their home learning;
- to encourage and praise their child when they have completed their home learning;
- to read regularly with their child and complete the home-school contact book;
- to discuss any concerns about home learning with their child's class teacher or a member of the Senior Leadership Team.

Equal Opportunities

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background.