



Branscombe CE Primary School, Broadhembury CE Primary School and Farway CE Primary School

Home Learning Policy

Responsible for review	
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Due for review: Autumn	Approved by Governing body on	Head teacher signature	Chair of Governors signature
2017			
2018			
2019			

General Statement

Across The Jubilee Federation, staff recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon.

We are also mindful of the need to encourage children to pursue out-of-school activities e.g. swimming, ballet, music lessons, Cubs, Brownies etc.

We believe that home learning activities should be introduced gently to avoid resentment, friction and conflict.

Home learning should be used to effectively reinforce and/or extend what is learned in school.

Home learning is planned to be meaningful. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school.

This approach aims to support children's growing perception about their ability to complete a task outside the school environment. It also fosters the skills of independent learning.

We all recognise the importance of providing positive feedback to the children and, being generous in our praise, within the context of our expectations of each pupil's achievement. We encourage children to follow up an aspect of school work by visiting different sources of information e.g. local library, the internet, etc.

We want the children to think of this work as valuable and as a challenge. It should be undertaken to the best of their ability.



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We hope parents and carers will be willing and able to give their active support to ensure that work done at home is completed conscientiously and in the best possible conditions.

Aim

Through this policy we aim to:

- Ensure consistency of approach throughout the school;
- Ensure progression towards independence and responsibility to ensure the needs of the individual pupil are taken into account;
- Ensure parents/guardians have a clear understanding of expectations about home learning;
- Improve the quality of learning experience offered to pupils;
- Provide opportunities for parents, pupils and school to work in partnership;
- Provide opportunities for parents and pupils to work together to enjoy learning experiences;
- Develop the skills of independent learning;
- Encourage pride in good presentation of completed tasks;
- Encourage children to develop long term strategies for future needs.

The Jubilee Federation's Approach to Home Learning

The nature of home learning will change as children get older. Apart from specific home learning tasks provided by the school, children should be strongly encouraged to read daily and practise number bonds/times tables very regularly.

Home learning provides an opportunity for them to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 6 their home learning programme will cover a wide range of tasks and curriculum content. This approach will benefit their learning and also ensure that, in relation to home learning as much as to other aspects, their transition to Year 7/Secondary school is as smooth as possible.

Home learning activities will be explained in each pupil's Home Learning Book on a weekly basis. Teachers will communicate with parents and pupils at the beginning of the academic year about the day of the week that the Home Learning Book will come home each week, and the day the following week when the books need to be returned to school. Also within the Home Learning Book will be a summary of what is going to be covered in class the following week, so that parents can support with wider research if they wish and they will also see the context that the home learning tasks have been set in. Teachers need to highlight to children that the Home Learning Book should be treated in the same manner as any school exercise book – children should only use pencil (unless the child has a pen license), colouring should only be done in pencil crayon not felt tip, presentation should follow the usual expectations, titles should be underlined with a ruler etc.

Home learning activities will be differentiated to take account of individual pupil's needs and may include:

- Finding out information
- Reading in preparation for lessons
- Preparing oral presentations
- Written assignments
- Games



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- Problem Solving
- Investigations
- Designing

Another element of our home learning is a 'question of the week'. This is intended to be a question for discussion with family or friends. It usually supports something that we have been learning about already or will be learning about soon, or is something thought provoking. The intention is for the question to be discussed and different viewpoints collected. We ask that the discussion is recorded in some way. This need only be brief and can be supported/scribed by adults. The presentation could be with words, pictures, speech bubbles, charts, tables etc.

Time Allocations

The amount of time and the focus of the home learning set by the school will reflect the broad guidance issued by government:

Year	Time Allocated	Tasks
Years 1 & 2	1 hour	<ul style="list-style-type: none">• Reading• Maths and English task: number bonds etc
Years 3 & 4	1.5 hours	<ul style="list-style-type: none">• English Task 20-30 minutes – or a topic task• Maths task 20-30 minutes – or a topic task• Daily Tasks: Reading/Number Bonds/Tables/Spellings
Years 5 & 6	2.5 hours	<ul style="list-style-type: none">• English Task 40-50 minutes – or a topic task• Maths Task 40-50 minutes – or a topic task• Daily Tasks: Reading/Research/Maths Skills/Spellings

The precise amount of time spent on home learning is much less important than the quality of tasks set and the way they are planned to support learning. Home learning tasks will be planned as part of the federation's schemes of work for different areas of the curriculum, particularly Literacy and Numeracy.

Home learning will not, in general, be used to finish off work started in class.

Supporting children of all abilities

We recognise that children all have different abilities and talents. To that end, we strive to ensure learning tasks that are accessible by all children. Usually, work will have a main task that all children should be able to access and attempt. There will also be a challenge element that will extend the learning of children who are able to access the task.

Occasionally children with Special Education Needs (SEN) may be given separate tasks, these will:

- Have a very clear focus and time guideline;
- Give plenty of opportunities for pupils to succeed;
- Help develop social as well as other skills where necessary;
- Be varied – and not purely written assignments;
- Be manageable for teachers.



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Likewise, we may give some children a different task that may provide more of a challenge. This will follow the same guidance as above.

The role of parents and carers in supporting learning at home

The school recognises that parents and carers have a key role to play in supporting pupils' home learning. The nature of this role will change as children get older.

To avoid 'battles' over home learning we recommend:

- That children should be allowed to work at an appropriate pace;
- Acknowledgement should be given to their own interests;
- The task is undertaken at an appropriate time when the child is best able to concentrate;
- Your child may need lots of encouragement, praise and even your company and help for certain tasks;
- That learning at home is perceived as a shared activity
- That learning at home should be planned carefully around other interests to avoid clashes;
- It should not be used as a threat or punishment

Parents' HELP, ENCOURAGEMENT and PRAISE is the key to success.

We ask parents to provide a reasonably peaceful, suitable place in which pupils can do their home learning – alone, or more often for younger children, together with an adult.

We do not envisage a child spending time in isolation with work he or she may find difficult.

Concerns

Homework is diagnostic and provides helpful information for teachers to plan future lessons, therefore mistakes are welcome and useful to school staff. If parents have any concerns about the levels of home learning or the content etc. we ask that they write notes on the work or please see the child's class teacher, rather than allowing the child to become distressed. We do not want a child to get upset about home learning, with good communication between parent, child and teacher something can be worked out.

Feedback

The school recognises the importance of providing prompt and accurate feedback to pupils and parents/carers on how well home learning tasks have been tackled and the knowledge, skills and understanding that are being developed. A variety of methods will be used to provide feedback ranging from an appropriate comment of praise, appreciation or area for improvement, these will vary according to the age of the pupil. Teachers will always review the work, in line with the federation's Feedback and Marking Policy, although they may not actually mark every sentence or question.

Other Childhood Activities

We value the time children spend with their families, therefore, the school does not believe that home learning should get in the way of pupils' participation in other enriching activities such as sports, hobbies and visits. As far as is practically possible, the school will work with parents and carers to ensure that all pupils have the opportunity to participate in such activities. The home learning routine will be the same each week so that parents and children can plan when learning at home can be completed and will need handing back into school.



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