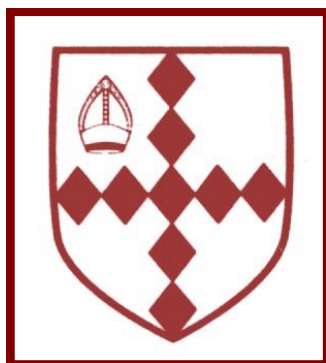


Home Learning Policy



Policy Statement

At Holy Trinity CE Primary School we embrace the vision for a highly educated society in which opportunity is more equal for children and young people – no matter what their background or family circumstances.

With Christian faith central to our ethos and teaching, we strive to provide a happy, caring environment to maximise learning and achievement.

Our aim is for this ethos to permeate every aspect of the curriculum – lessons, events, routines, out of school clubs, trips and visits – and this policy seeks to ensure that our vision is fully realised and adhered to by all members of the school community.

Governing Body 2013

| | |
|---|-----------------------------------|
| Lead Person | Pauline Thomas |
| Link Governor/Chair of Committee | TBC |
| Committee | Achievement and Provision |
| Date Reviewed (incl. signature of Link Governor/Chair) | 17th March 2020 |
| Date Ratified (incl. signature of Chair of Governors) | |
| Next review date | |



HOME LEARNING POLICY

School Mission:

From Good To Great: Success for all: Learning Together, Working Together

"A thriving purposeful community of learners where adults and children work together in an environment planned for high quality teaching and learning and where all members of the school community involved in the successful development of children learning, work closely together for school improvement."

Introduction

At Holy Trinity CE School, we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

Rationale for home learning

Home learning is a very important part of a child's education and can add much to a child's development. We see it as an opportunity for parents to be involved in their child's learning. It enables children to practice and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. It also aims to enable children to take responsibility for their own learning and to become independent learners and to develop perseverance.

Home learning plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims

The aims of home learning are:

- To provide a clear definition of the purpose and nature of homework at Holy Trinity CE Primary School;
- To encourage children to develop the responsibility, confidence and self-discipline needed to study independently;
- To promote a partnership between home and school in supporting each child's learning;
- To encourage pupils and their parents to share and enjoy learning experiences;
- To enable all aspects of the curriculum to be covered in sufficient depth;
- To provide educational experiences not possible in school;

- To consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- To help children develop good work habits for the future.

Role of the School:

- To provide parents with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for children with the running of a homework club.

Role of the Class Teacher:

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child.
- To set up regular homework and upload it weekly onto the school website.
- To ensure that homework is set consistently across classes.
- To ensure any homework is purposeful and links directly to the taught curriculum.
- To reward and praise children who regularly complete homework tasks using our house point system.
- To mark homework and give feedback to pupils.
- To inform parents if there is a problem regarding homework.
- To be available to talk to parents and children about homework.

Role of the Parents/Carers:

- To support the school by ensuring that their child attempts the homework and hands it in on time.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework, creating a positive environment.
- To check the reading diary daily and to sign it as requested if they have read with their child.

Role of the child:

- To ensure they have everything they need to complete the homework each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To hand in homework on time.
- To take on board any feedback about homework.

Homework Tasks

As well as basic skills homework, such as reading, spelling, grammar, handwriting, mental maths and problem solving, longer term whole school home learning projects will also be set. Parents/carers are encouraged to support their children in completing and returning these tasks. Paper based activities set by the teacher are marked each week.

Early Years & Foundation Stage:

In the foundation Stage we encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. Parents are encouraged to learn and use the school's agreed sounds and actions to help their child with reading and spelling. In mathematics, parents are provided with activities to support their child's understanding of number and basic number bonds.

Key Stage 1:

We also ask Key Stage 1 children to read to their parents and to learn spellings or mathematical tables as part of their home learning. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and or local library and the Internet.

Key Stage 2:

At Key Stage 2 we continue to give children the sort of home learning activities outlined previously, but we expect them to do more tasks independently. We set literacy and numeracy home learning routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home. We also set home learning as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood.

*Please see Appendix 1 for weekly Home Learning for each year group.

Home Learning Projects

Each term children across the school are given a topic to research and they are free to present what they have learnt in any way that they like. This is an opportunity for children to be independent in their learning and to work with family members to create a high quality project.

The children can make a poster, create a leaflet or slideshow, build a model, produce a Power Point Presentation, write a poem or do anything else they can think of to show what they have learnt about the topic each term.

We encourage all children from Reception to Year 6 to take an active part in producing a project each term. The new theme is introduced at the start of each new term and class teachers talk about the theme for the project in class to help give children some ideas and suggestions to get started.

Every child who produces a project receives house points and they are given a chance to share their projects with the rest of their class and teacher. Parents are invited to attend this session called 'Family Learning' and they can join in with the children and staff in commenting on the work that has been produced. A first place winner and a runner up is chosen from each class across the school, as well as three highly commended certificates awarded to children who have excelled in the production and quality of their Home Learning Project.

Outstanding examples of work are posted on the school website to celebrate the children's efforts and achievements.

The Benefits of the Home Learning Projects

- Encourage independent learning and success.
- Develop research, writing and creativity skills.
- Increase motivation and fun for learning.
- Build parent/child partnership and validate parental input.
- Joint child, staff and parent evaluation of the learning.
- Promote good community links.

Home Learning Project Themes 2017-2018

- Autumn : Great Poets
- Spring : Commonwealth Games
- Summer: London Parks

Amount of home learning

We increase the amount of home learning that we give the children as they move through the school. We expect Key Stage 1 children to spend approximately one hour a week doing home learning, although this may well include reading with a parent. We expect children in years 3 and 4 to spend approximately 15 – 20 minutes per night on home learning and children in years 5 and 6 to spend approximately 30 minutes per night. This is in line with the DCSF guidelines that were issued in 1998.

We give all the children a reading diary where they or the teacher or Learning Support Assistant (LSA) or the Inclusion Support Assistant (ISA) records any reading targets, comments about their reading, and where parents and teachers make any relevant comments.

Pupils with special educational needs

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting home learning to pupils who are named on the register of special needs, we refer to the Individual Education Plans (IEPs).

Marking and Feedback

Teachers will mark children's homework in a variety of ways. Generally they will be initialed by the class teacher to show they have marked it. Sometimes teachers will mark the homework in more detail and comments about next steps will be added to the homework. On other occasions the work may be marked orally with the child and the V sign will be written on the child's work. In Upper Key Stage 2 homework may be shared between peers and children will have the opportunity to mark each other's work and a P will be written on the child's work. LSA's may also mark work but this would normally be work that requires a tick or a cross. Teachers generally will not mark homework that is handed in late.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school home learning policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire during the school's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our governing body may request from our head teacher (or appropriate leader) a report on the way home learning is organised in our school.

Appendix 1

Weekly Home Learning at Holy Trinity CE Primary School

| Year Group | Homework | Day it goes out | Day it must be returned | Marking |
|------------|---------------------------------|-----------------|-------------------------|--|
| Reception | Reading and Maths | Friday | Monday | Class Teacher or *Learning Support Assistant |
| Year 1 | Maths, Phonics and English | Friday | Wednesday | Class Teacher or * Learning Support Assistant |
| Year 2 | Maths, English, Spelling | Friday | Wednesday | Class Teacher or * Learning Support Assistant |
| Year 3 | Maths, English, Spelling | Friday | Wednesday | Class Teacher or * Learning Support Assistant |
| Year 4 | Maths, English, Spelling | Friday | Wednesday | Class Teacher, * Learning Support Assistant or online |
| Year 5 | Maths, English, Spelling | Friday | Wednesday | Class Teacher, * Learning Support Assistant or online |
| Year 6 | Maths, English, Spelling, Topic | Friday | Wednesday | Class Teacher, * Learning Support |

| | | | | |
|--|--|--|--|------------------------------|
| | | | | Assistant, Peer or online |
|--|--|--|--|------------------------------|

*The Learning support assistant will only mark work that requires a tick or a cross for a right or wrong answer.