

### Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

Home Learning should play an important part in a pupil's learning: it encourages pupils to extend, explore and consolidate their classroom learning, and prepare for future learning. Its form will vary according to subject, topic and time factor within the academic calendar.

This policy has been informed by a governor-led survey in the Spring Term 2014, which looked into Home Learning practices and needs from the perspective of pupils, parents and staff. The report to the Governing Committee and data collated can be found as appendices to this policy.

From the survey, we know that staff, parents and pupils all see the benefit of Home Learning and therefore we firmly believe in encouraging home Learning in connection with the topics and skills studied by the children at school.

The school expects pupils to:

- take Home Learning books and reading records home daily, returning them to school on the appropriate days, with Home Learning set complete for the deadline.
- ask staff for help and support if they do not understand Home Learning and need clarification or help with resources.

The school expects parents/carers to:

- Ensure reading records are signed at least weekly.
- Help ensure that their children are completing their Home Learning on time
- Contact the school if there are difficulties with their child's understanding of Home Learning on a regular basis

We understand that Home Learning takes up a significant part of time at home and therefore will do the following to ensure the Home Learning policy is clear and straightforward to follow as detailed below:

- The amount of Home Learning set will increase as a student progresses up the school. The expectations of time for each year group will be clear and reasonable as follows:
- The day Home Learning is set and due in will remain the same for each class, with clear deadlines given.
- Home Learning will be set for Monday-Friday during term time to allow both the weekend and at least one weekday evening to complete it. (e.g. Set Wednesday for Monday, or Friday for Wednesday)
- Home Learning will be differentiated as necessary to ensure all pupils can access at an appropriate, yet challenging, level.
- Home Learning books or files will be used to keep Home Learning instructions and work clear and logical for parents to follow.
- Weekly Parent Hub messages will inform parents of Home Learning tasks.

- A letter with Home Learning days and expectations (e.g. timings, expectations of parents in signing records etc) will be provided at the beginning of each year (and for any subsequent alterations)
- Home Learning will be marked, checked or used directly in class to ensure students see benefit.
  
- Where appropriate, information evenings will be provided by staff to explain aspects of the school curriculum that are new to a particular year group (e.g. year 1 Phonics, Year 2 & 6 SATS) or where a new approach is adopted within the school (e.g. Maths makes sense) so that parents are able to assist with Home Learning as appropriate.

### **Whole School Responsibility**

#### **1. Build the Home Learning activities into curriculum planning.**

Ensure that the tasks are an integral element of curriculum work and build the feedback from the Home Learning into a following lesson.

#### **2. Explain to parents/carers why we need their assistance.**

Families need to understand why their involvement is helpful, as some believe schools expect pupils to complete Home Learning entirely independently. A range of approaches may be required to explain to as many parents/carers as possible, what you are proposing to do. This might include, contact by telephone, personalised letters, specific meetings (consider venues other than the school), using the support of other agencies and community contacts etc.

#### **3. Stress that education is a 'shared responsibility' between home and school.**

Home Learning can provide an ideal vehicle for establishing such a working partnership. Explain to parents that what happens out of school has a significant impact on children's performance at school - the assistance of parents/carers is essential to ensure that pupils perform to the best of their ability.

#### **4. Reassure parents that no specialist knowledge is required.**

Assure them that it is simply the time that they give to their children, and the discussion involved that's important - pupils take the role of the teacher and explain what's expected. This is an important learning exercise for the pupil.

#### **5. It need not be the parents who help.**

Any trusted person (brother, sister, grandparent, neighbour etc.) may be the source of support. It can also be a different person each time.

#### **6. Place equal value on the contribution of all parents.**

It has often been found that very positive support has been forthcoming from homes where contact in the past may have been somewhat limited. Don't underestimate the contribution of any family.

### **7. Encourage the use of the language of the home.**

Home Learning tasks can be discussed or undertaken through any language. This should be encouraged.

### **8. Be realistic about how frequently you can call on the support of parents/carers.**

It is essential not to place too many demands on the goodwill of the home - it can easily be lost. Give consideration to how frequently these Home Learning tasks should be set. Consult colleagues about the demands they place upon parents.

### **9. Value the responses from the home.**

It is important to ensure that the completion of these tasks is valued. If practicable, display the Home Learning in a prominent place, in or out of school.

### **10. Evaluate the Home Learning activities with the pupils.**

This can be undertaken through Home Learning Books or Reading Diaries. Problems and successes need to be reviewed. A meeting can also be arranged to listen to the views of the parents and consolidate the working practices.

### **12. Share the outcome of our practice with all colleagues.**

It is important that all colleagues are fully aware of the Home Learning activities and the benefits that ensue.

### **Teachers' Responsibilities**

- Set Home Learning tasks which are a relevant and coherent part of the current curriculum
- Provide opportunities for children to use software programs used in school e.g. MyMaths at home
- Provide necessary passwords for school software programs
- Encourage other opportunities for learning at home. (Home/school agreement)
- Provide clear explanations of what the Home Learning is and what is expected
- Set Home Learning according to the Home Learning timetable
- Ensure that the work set is reasonable in terms of the time allocation
- Ensure that the needs of individual pupils are taken into account, either by setting differentiated tasks or by setting tasks which allow for differentiated outcomes
- Vary the type of Home Learning tasks set – as agreed in the policy
- Allow sufficient time in class for Home Learning to be explained and recorded in diaries/planners
- Review Home Learning tasks in class
- Ask children to assess their own work in written form
- Mark, provide feedback and return the work as soon as possible. Follow the school's marking policy where appropriate
- Give verbal feedback as often as is feasible
- Persistent non completion of Home Learning will be addressed through teacher contact with parent/carer via telephone or letter

**COVID ISOLATION & LOCKDOWN: Provide Remote and Virtual Learning through work packs and via MS Teams.**

**The Grange is very much aware of the need of disadvantaged pupils to have support with the acquisition of electronic devices to complete some Home Learning activities. When requested The Grange will loan laptops to a family on a yearly basis (Loans Policy 2021)**

### **Children's' Responsibilities\***

*\*As agreed by The School Student Council May 2014, Using the voice of the child*

- It is our responsibility to complete Home Learning
- We should hand it in on time (Home/school agreement)
- Check we understand our Home Learning so that we can ask for help from our teacher if we need it (Home/school agreement)
- Try our hardest with our Home Learning
- Present our Home Learning to a high standard
- Spend the correct amount of time on our Home Learning
- If we need help with our Home Learning, ask our helper to write a note on it for our teacher

### **Parent/Carer Responsibilities**

The support of parents and carers is seen as essential. They assist in many ways, for example helping their children at home, monitoring Home Learning, providing encouragement and even assisting with the marking of Home Learning.

At The Grange Community Primary School, we encourage parents/carers to be interested in their child's Home Learning. Teachers will make it clear as to whether the task is to be completed independently by the child or indicate the level of parental support required. If you are unsure about what your role should be please ask your child's class teacher.

*\*Parents/carers can always support Home Learning by*

- Show that they think that Home Learning is important
- Treat Home Learning tasks as a priority
- Make time for their child to complete Home Learning tasks
- Make sure that their child spends the required amount of time on their Home Learning
- Provide an environment/area at home that is suitable for their child to work in
- Provide adequate technology to complete tasks (see Loans Policy)
- Remove distractions, such as television
- Provide supplies and identify resources, such as pencils, pens, erasers, writing paper, dictionary glue, a stapler, paper clips, maps, a calculator, a pencil sharpener, tape, scissors, a ruler, a thesaurus
- Set a good example and encourage activities that support learning
- Look over completed Home Learning tasks after completion and after being marked when appropriate

- Help your child get organised.
- Encourage good Home Learning habits and routines
- Talk about the Home Learning tasks
- Give praise/feedback to their child by annotating their work
- Provide feedback to my child's teacher through annotating their child's work when necessary
- Share Home Learning concerns with the teacher
- Understand my responsibilities as cited in the Home School Agreement

### **Home Learning tasks should be varied over time to include a balance of:**

- Daily reading from a variety of genres.
- Regular reading and discussions about books read with an adult.
- Activities that enable children to practise skills they have learned in class, for example, basic number facts and key word lists.
- Activities that relate directly to a current focus in class.
- Activities/games which do not need to be recorded and should be valued equally
- Investigative work when appropriate
- Recording information
- Answering questions
- Independent creative writing
- Learning/memorizing
- Problem solving
- Practical/creative tasks
- Research

Home Learning projects **will not be** set during the holidays as this is a time for children to relax. However daily reading, spelling and times tables practise is actively encouraged throughout holidays. As well as that, Year 6 children will be asked to and expected to undertake revision during the Easter holidays in preparation for their Statutory Assessment Tests.

### The Grange Community School Home Learning Agreed Guidelines

<b>Year Group</b>	<b>Type of task</b>	<b>Time to be spent</b>
<b>Foundation Stage</b>	<b>Reading</b> <b>Read Write Inc</b>	<b>15 minutes daily</b> <b>2-3x a week</b>
<b>Years 1-2</b>	<b>Reading 15 minutes daily</b> <b>Read Write Inc</b> <b>Maths</b> <b>Topic</b>	<b>15 minutes daily</b> <b>5-10 minutes daily</b> <b>20 minutes a week</b> <b>20 minutes a week</b>
<b>Years 3 - 4</b>	<b>Reading</b> <b>Get Spelling/Spelling</b> <b>X Tables</b> <b>Maths – every other week</b> <b>English – Punctuation &amp; Grammar - every other week</b> <b>Topic</b>	<b>15 minutes daily</b> <b>15 minutes daily</b> <b>10 minutes daily</b> <b>30 minutes a week</b> <b>30 minutes a week</b> <b>30 minutes a week</b>
<b>Years 5 - 6</b>	<b>Reading</b> <b>Get Spelling</b> <b>Maths</b> <b>English – Punctuation &amp; Grammar</b> <b>Science / Topic</b>	<b>15 minutes daily</b> <b>30 minutes a week</b> <b>30 minutes a week</b> <b>30 minutes a week</b> <b>30 minutes a week</b>