



# Home Learning Policy

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## Rationale

Home Learning has an important role to play in helping deliver Kings Worthy's vision of developing strong, supportive partnership between home and school; establishing learning as a life-long adventure that extends beyond the confines of the classroom. It is the intention of this policy to ensure consistency of approach and progression throughout the school that will realise the full value of Home Learning to each child.

## Purpose

At Kings Worthy we are committed to Home Learning as a strategy which:

- fosters quality learning
- promotes increased understanding by consolidating and reinforcing skills
- encourages parental involvement
- deepens awareness that learning is a whole life activity
- develops responsible, independent learners
- prepares our older children for the demands of secondary school.

## Guidelines

We endeavour to ensure that home learning tasks:

- have clear focus and time scale
- give opportunity to succeed
- help to develop a range of skills (as well as social skills)
- are manageable for teachers.

The quantity, frequency and difficulty of tasks therefore vary across the year groups and Key Stages. Details are given at the 'Meet the Teacher' sessions in the Autumn term regarding homework for the year group. The following table sets out what home learning will be set across the range of year groups and subjects:

Mental Maths					
Task	Year	Frequency	Format	Support	Feedback
Maths talk	R&1	Fortnightly	Talking maths ideas suggested in the fortnightly focus	Talk at home with all family members	This valuable talk and practice will be used in class maths lessons. No formal feedback is given.
Quick fire questions	2	Weekly	+ facts to 10 and 20 mental fluency linked to maths target	Child to practise, parent to test / support	
Tables	KS2	Weekly	Children will know what times tables or target they are learning and need to practise these.	Child to practise, parent to test / support	Speed tables results share with the children

Other Maths					
Task	Year	Frequency	Format	Support	Feedback
Maths activity	1 & 2	Fortnightly	Worksheet or game linked to learning.	Support to complete task or play game	Verbal feedback given and stickers if completed.
Maths task	KS2	Weekly or fortnightly	Either a worksheet or task to complete in Home Learning book sheet or My Maths.	Parent to support or child to do independently if able.	Worksheet marked and handed back to children. House points and verbal praise.

English					
Task	Year	Frequency	Format	Support	Feedback
Reading	R	X4 books a week	Two books brought home on a Monday and Thursday.	Reading to an adult at home.	Planner checked weekly.
	1	At child's own pace	Reading Rainbow; Children work their way up to the rainbow by learning to read lists of words.	Practise reading the words with your child at home.	Children receive a certificate when they reach the top of the rainbow.
	Yr1-6	X5 a week	Some children independent / others supported.	Notes made in planner by adult &/or child.	Planner checked.
Spelling / Phonics / Grammar	R	Ongoing	Words on a key ring	Read and spell the words together at home.	Reading and spelling is checked and new words / key rings handed out.
	1	Weekly	List stuck into planner	Adults to help and test children.	Results written into the planner and verbal feedback given.
	2		Word investigations and spelling lists	Parent to help with LCWC and test.	Test result and words circled in the planner.
	Key Stage 2		A list of words to learn	Children to learn their words. Adults to support by testing.	Test result & words ticked or circled in planner. Children may be retested if their score is low.
Handwriting	1	Fortnightly	Handwriting sheet	Independently	Verbal feedback. Stickers given if completed!
	2-6	X1 week	Handwriting book for some	Independently	Marked and tailored to needs.

Topic					
Task	Year	Frequency	Format	Support	Feedback
Home learning Project	1 & 2	Half termly	Topic starter or Activity / research	Child to do with some parental support	Verbal feedback given. Any written research marked.
	KS2	1x a term	A child initiated project that is linked to the class topic. A suggested list of ideas is provided if required.	Parent support children to complete task as appropriate.	Comment slips

Home Learning is valued by the teacher and the children, and is followed up in class through a variety of ways such as marking, discussion, inclusion of research findings in class work and sharing with peers.

Depending on age and ability, children are encouraged to use a range of strategies to complete their Home Learning, including:

- drawing on their own knowledge, skills and understanding
- discussion with parents/family, etc.
- reference to source material - books, I.C.T., etc.
- practising and self-checking
- time management, drafting, etc.

Parents are asked to encourage their children to undertake and complete homework tasks in order to promote a good attitude to work, self-esteem and a sense of achievement and improved standards of performance

Should homework present a problem, then parents are asked to seek support. Parents are encouraged to comment in the children's planner or to come in and chat to the teacher at the end of the day about any homework concerns.

### **Equal Opportunities**

Teachers will ensure that Home Learning is used appropriately to meet the needs of all the children regardless of ethnicity, gender, ability, attainment or social background (N.B. as in equal opportunities policy). With regard to internet access then children who don't have internet access at home can do MyMaths in class using the laptops.

### **Conclusion**

This policy will ensure that work completed by children at home will complement and reinforce their learning as well as help children to develop positive attitudes as responsible and independent learners.