



'Being the BEST we can be in all that we do'

Home Learning Policy

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Rationale:

Home learning is a key aspect of learning and has an important role to play in improving skills. We believe it is a valuable opportunity to continue a strong, supportive partnership between home and school and establishes 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.

Policy Aims:

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

- ensures a consistent approach across the school
- ensures progression towards independence and individual responsibility
- extends and supports learning
- deepens awareness that learning is a whole life activity
- provides an opportunity for parents/carers and children to work in partnership

Home Learning at Kings Worthy:

At Kings Worthy we believe that home learning should be enjoyable and manageable for all concerned and that if it becomes a burden, or source of conflict, it ceases to be a constructive aspect of teaching and learning. We would encourage individual children and families to set their own routines and teachers are happy to give advice to support this. At Kings Worthy we endeavour to ensure that home learning has a clear focus and time scale and hope that the children are motivated by positive incentives and the tasks themselves. Children are not punished if they fail to complete tasks, however, discreet home learning registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

Weekly Expectations:

The quantity, frequency and difficulty of tasks vary across the year groups and Key Stages. The following tables set out what home learning will be set across the range of year groups:

Reception, Year 1 and Year 2

	Frequency
Reading	At least four times per week recorded in the child's reading diary
Phonics/tricky words task	To practise phoneme and tricky word cards at least twice a week
Maths	To practise activities involving counting objects and finding 1 more and 1 less than a number up to 20 at least once a week
Online learning	Spelling Shed and Maths Shed (Year 1 and 2)

Year 3 and 4

	Frequency
Reading	At least four times per week recorded in the child's reading diary
English	Every four weeks Set on a Friday to be returned on a Wednesday Set on alternate weeks to maths
Maths	Every four weeks Set on a Friday to be returned on a Wednesday Set on alternate weeks to English
Online learning	Times Table Rockstars, Spelling Shed and Maths Shed

Year 5 and 6

	Frequency
Reading	At least four times per week recorded in the child's reading diary
English	Fortnightly Set on a Friday to be returned on a Wednesday Set on alternate weeks to maths
Maths	Fortnightly Set on a Friday to be returned on a Wednesday Set on alternate weeks to English
Online learning	Times Table Rockstars, Spelling Shed and Maths Shed

At Kings Worthy we believe reading is a key aspect of developing a child's learning. We value parents and carers reading with and to their children because it allows them to enjoy texts they might not be able to read alone, therefore improving many key skills which enable a child to access the wider curriculum. Reading should be recorded in a child's reading diary and signed by an adult at home. Reading diaries will be checked weekly by class teachers and three house points awarded if four entries of reading have been made.

From Year 3, English and maths home learning tasks will be shared with the children on a Friday. Tasks may vary to consolidate prior learning or to explore a new topic. Tasks will be set on Google Classroom and should be submitted online when complete.

Feedback and Support for Home Learning:

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. All homework is valued and will be acknowledged by staff. A house point will be awarded for home learning brought in on time and further house points may be awarded by the class teacher for the work itself.

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 home learning tasks in order to promote a good attitude to work, self-esteem and a sense of achievement and improved standards of performance.

Should home learning present a problem, then parents are asked to seek support. Parents are encouraged to speak to the class teacher about any home learning concerns.

If a child has difficulty with a task set, then we would expect them to ask for support from the class teacher before the due date to ensure they are able to complete the work, or alternative work can be given.

Improving key life skills:

Social skills, evaluation skills, problem solving, managing feelings and working collaboratively are key life skills. Developing key life skills improves children's motivation and approach to life and learning. Working together as a team/ sharing/ communicating feelings develops a confident child who has no fear of getting things wrong or having a go! Activities/ games/ helping around the house can develop maths and English skills but also vital life skills and are fun too!

For example:

- Board games - Playing scrabble is a great way of learning to spell but also teaches turn taking, solving problems, losing! The game 'Articulate' develops children's vocabulary and speaking and listening skills.
- Card games are great for developing mental maths, independence, patience.
- Dominoes are a great way to learn number bonds.

We would encourage families to take part in these key life skills regularly and use this as an opportunity to develop skills as well as spending quality time as a family.

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 the equal opportunities policy) With regard to internet access then children who don't have internet access at home can do online tasks during the week at a designated time.