

St. Margaret's C.E Primary School

Home Learning Policy

Introduction

The school policy for home learning was developed and agreed by the staff and governors. The policy was approved by the Governing Body during the Spring Term 2011 and will be reviewed in 2013.

Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do
- Ensure consistency of approach throughout the school
- To use home learning as a tool to help continue to raise standards of attainment
- Improve the quality of the learning experience offered to pupils and to extend this beyond the classroom environment
- Provide opportunities for parents, carers, children and the school to work together in partnership in relation to children's learning
- Encourage pupils and their parents to share and enjoy the learning experience
- Reinforce work covered in class by providing opportunities for individual learning
- To practise or consolidate basic skills and knowledge, especially in Maths and Literacy
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently
- To prepare Year 6 pupils for the transfer to secondary school

The nature of home learning

Home learning can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting home learning there are a number of points to consider:

1. The nature and type of home learning changes throughout a pupil's school career
2. Amount and frequency of home learning activities should increase as a pupil gets older
3. Home learning should not cause undue stress in the pupil, family or the teacher
4. It will not necessarily come in the form of a written task
5. Home learning should be set regularly from the Foundation Stage to Year 6

Recommended Time Allocation

Normally more than one day will be allowed for the completion of a home learning task, except where daily practice is to be encouraged e.g. reading, spelling and times tables. The following are recommendations as appropriate time allocations for home learning activities:

Years 1 and 2:	1 hour per week
Years 3 and 4:	1.5 hours per week
Years 5 and 6:	30 minutes a day

Home Learning Tasks

Listed below are a number of tasks and activities that might be given as home learning. This is by no means an exhaustive list and can change, although many of these tasks and activities will be used on a regular basis. Home learning activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All home learning tasks and activities will have a clear purpose and assist pupils in the process of their academic development. At times home learning will involve research into topic areas introduced by the class teacher.

Foundation Stage

- Regular reading practice
- Phonics work book
- Word cards

Years One and Two

- Regular reading practice
- Weekly spellings
- Maths games/activity

Years Three and Four

- Regular reading practice
- Weekly spellings
- Weekly times table facts
- Literacy or Maths task
- Viola/cello practice for Year 4

Year Five

- Regular reading practice
- Weekly spellings
- Weekly times table facts
- Literacy or Maths task

Year Six

- Regular reading practice
- Weekly spellings
- Weekly times table facts
- Maths and Literacy/Topic task

Role of the Head Teacher and Governing Body

- To check compliance of the policy
- To meet and talk with parents when appropriate
- To discuss with staff how far the policy is being successfully implemented

Role of Parents/Carers

- To support the school by ensuring that their child attempts the home learning
- To provide a suitable place for their child to carry out their home learning
- To encourage and praise their child when they have completed their home learning
- To become actively involved and support their child with home learning activities
- To make it clear that they value home learning and they support the school by explaining how it can help with learning

General

Wherever possible, staff should try to mark any home learning that is returned by pupils. This will help to give the whole process of setting and completing home learning tasks a higher profile and status. It will also convey the message that home learning is an important and valued aspect of school life. Marking home learning is a way of keeping track of who has completed their tasks and giving them feedback on how well they have met the objectives of the work. Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils or to groups of pupils.