



Home Learning Policy

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Principles

We believe that the purpose of home learning is:

- To encourage pupils to develop the skills, confidence and motivation to study effectively on their own
- To consolidate and reinforce the skills and understanding developed at school
- To develop an effective partnership between the school, parents and children in pursuing the aims of the school
- To extend school learning
- To make use of resources for learning which are available at home e.g. adult support, reference books, computers

The Nature of Home Learning

It should be noted that home learning can be set in many different forms with many different expectations and outcomes. Home learning should be set regularly from the Foundation Stage to Year Six. Home learning will not necessarily come in the form of a written task.

Recommended Time Allocation

Home learning should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a home learning task, except where daily practise is to be encouraged e.g. reading, spelling and times tables.

The following are government 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 per day

Responsibility of the Parents

At Laurance Haines School we are very keen for parents to support and help their children with home learning. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much.

Parents or guardians should:

- Be actively involved in their daughter/son's home learning activities
- Provide a reasonably peaceful, suitable place for doing home learning
- Show their children that they value home learning and support the school by explaining how it can help their learning
- Keep themselves informed about the home learning that has been set and the deadlines involved in order to support their son/daughter
- Encourage their children then praise them for completing home learning
- Let the school know if they or their son/daughter are experiencing difficulty with the type or amount of home learning set by the school

Home learning Tasks

Reading

Children from Year R onwards should read regularly at home with an adult. Reading and sharing books at home should be a daily activity. At all ages the reading should include the school reading book or Read Write Inc Phonics equivalent and other types of books or reading material. For example, a Year 4 pupil might read a reference book in order to find out information for a school topic or might read and discuss an item in a magazine or newspaper. At Key Stage 2, children should be reading for at least 20 minutes each day. This time is included in the recommended weekly home learning time. The books read, and the amount of time spent doing so, should be recorded in the home school link book. Reading should be seen as pleasurable and special attention should be given to encouraging children to read for enjoyment.

Foundation Stage

In Foundation Stage, parents will be informed of the Read Write inc Phonics group their child is in and the sounds that the child is learning in school. Corresponding work will be sent home to support and reinforce the child's learning. Starting in the Autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways.

Adults reading to children

Parents are encouraged to share books from their own homes, the School Library and other Library facilities. They are also asked to share reading in the environment when it is appropriate e.g. signs and captions in the street. Parents should encourage children to point to words as they are being read. Discussion about the books is important.

Children reading to an adult

When they are ready to, children will start bringing simple books home to 'read' to an adult. Some of the books in the first term will be 'textless books' - much valuable conversation and discussion can be had about the pictures and the layout of the book. Again, encouraging the child to point to the words as they are being read is important.

Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

Key Stage One

Reading on a regular basis is vital when children are in Year One and Two. Children will bring their Read Write inc Phonics books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what has been read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child. In addition to their Read Write inc Phonics book parents are encouraged to help children to select books for interest and read these at home too. The underlying principle of Read Write inc Phonics is that children read words that they can decode. This is reflected in the books they bring home from school, which may appear easy to a parent.

Key Stage Two

Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal

meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Children in Key Stage Two are responsible for filling in their reading record every day and making sure it is in school.

Weekly Preview Home Learning

Following a great deal of parental consultation and school based research, the weekly home learning tasks will take the form of preview work. Research into pre teaching shows that previewing work can double the rate of pupil progress. The idea behind the weekly preview home learning is that through familiarisation, talking about and practising things at home, a child will have a far higher rate of success when they come to visit a subject or task in class.

Each a week, a weekly newsletter is sent home detailing what is being taught in class during the week ahead. It will offer suggestions and guidance on the things that parents can do together with their child at

home to ensure that they have a greater chance of success in the coming week. This will sit alongside the expectation that the child reads regularly at home, supported by an adult.

Other Home learning

In addition to reading and talk home learning, children may be set recurring home learning such as times tables and spellings. On occasion children may be asked to carry and extend tasks to aid topic work in school.

It is appreciated that some parents prefer home learning to consist of formal pages of maths and English. By visiting the 'Learning Zone' section of the school website www.lhaines.herts.sch.uk, parents can find many of these sorts of tasks as well as numerous other enjoyable educational sites and games.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Lorraine Haines School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Home learning Club

Home learning Club is run in Year Six in order to help scaffold learning in preparation for the children's move to secondary school. Places are allocated on a first-come first-served basis. The majority of learning is done through ICT, using laptops, iPads and iPods. The children work on computer-based learning programmes for at least half the time with the rest of the time allocated to research work or other educational sites.

General

- If children are absent due to illness we will not send home learning home. We would assume the child was too ill to work.
- Home learning activities may 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.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **In such circumstances the teacher should consult the Headteacher first.**
- It is not possible to give home learning when parents take holidays in term time.
- Parents/Carers who have queries about home learning should not hesitate to make an appointment to see their child's class teacher.

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