



HOME LEARNING POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

Aims

The aims of this policy are to

- provide a clear definition of the purpose and nature of home learning at St George's Central CE Primary School and Nursery;
- identify our shared views of good practice;
- establish how home learning will be organised and how we ensure progression across the school;
- identify the roles and responsibilities of those involved;
- make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

Rationale

The purpose of home learning at St George's Central CE Primary School and Nursery is to develop an effective partnership between the school and parents and other carers in pursuing the aims of the school and the development of their child. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension, particularly in English and Mathematics. Home learning is an opportunity to extend school learning, for example through additional reading, and will encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance. Home learning is planned to complement the curriculum. We encourage parents to be aware of the work children are bringing home and to support them as much as is necessary. We recognise that home learning is only one area that broadens a child's potential. Other interests and sports are encouraged and some are offered as after school clubs. We also believe that practise in any activity is key to consolidation and learning. We also recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning while still allowing 'down time' and a chance to develop other skills such as: cooking, learning to ride a bike, being an active member of a sports or dance clubs or youth organisation like Beavers, playing games, building models, going swimming, painting and crafts, carrying out science experiments at home, completing jigsaws, visiting galleries, museums, places of interest and local libraries. At St. George's Central CE Primary School and Nursery, we believe these provide children with opportunities to build life skills such as resilience, respect, adaptability and allow them to flourish for years to come.

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Early Years

The main purpose of home learning is;

- to continue the close partnership with families initiated at the home visit;
- for families to contribute to the evidence collated about their child for assessment purposes in Early Years;
- to actively engage families in supporting their child's learning;
- to reinforce skills and knowledge covered through learning at school;
- to create a shared experience of learning within the home.

Key Stage One

The main purpose of home learning is to;

- continue the partnership with families to actively engage them in supporting their child's learning;
- reinforce skills and knowledge covered through learning at school;
- create a shared experience of learning within the home;
- secure the basics of learning.

Key Stage Two

The main purpose of home learning is to:

- help to build a thorough basics of learning;
- develop the skills of independent learning, and learning for life;
- increase the frequency and length of study in proportion to a child's developmental stage;
- ensure that children are challenging themselves to achieve for themselves;
- consolidate learning and skills;
- aid the transition to KS3.

Organisation

Early Years

Nursery children will take home activities, books to read together, sounds and words to learn and tasks to complete in their home learning books. Reception children will be provided with a school reading book to read at home with an adult and children will be encouraged to complete home reading and other activities regularly throughout the week.

Key Stage One

Children in Year 1 and Year 2 will be asked to:

- read with an adult at least three times (three signatures/comments from parents/carers in planners per week);
- learn spellings linked to Letters and Sounds phases – sent home on a weekly basis.
- rehearse Maths skills – x2, x5 and x10 multiplication and division facts and number bonds via a 'Big Maths-Beat That' Maths Sheet, a 'Learn Its' Maths sheet or Times table Rock stars;

All children have access to Purple Mash Software and home learning will occasionally be set across the curriculum using this resource.

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Key Stage Two

Children in Year 3 – Year 6 will be asked to:

- read daily for a minimum of 15 minutes (three signatures/comments from parents/carers in planners per week);
- learn spellings based on a given spelling pattern – sent home on a weekly basis.
- rehearse Maths skills with a particular focus on:
 - Year 3 – recall and use multiplication and division facts for 3's, 4's and 8's*
 - Year 4 – recall and use multiplication facts and division facts for 6's, 7's, 9's, 11's and 12's*
 - Year 5 – use and identify square numbers, cube numbers, multiples and factor pairs, prime numbers and prime factor*
 - Year 6 – Application of all above skills in variety of contexts*

*This Maths work will be completed via a 'Big Maths-Beat That' Maths Sheet, a 'Learn Its' Maths sheet or Times table Rock stars.

Children in Year 6 will receive some additional work to undertake throughout the year in order to prepare them for the demands of Home Learning at High School.

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Topic Work in Key Stages One and Two

Knowledge Organisers for different subjects will be sent home at the start of each topic so that the children can start to become familiar with the knowledge and technical vocabulary included in each topic. These could also form the basis of some independent work that children could undertake over the course of a topic. Children will also be given the opportunity to research topics they are studying in class or answer particular research questions based on topic work. This research could be sourced from the local library, the internet or from family members. Children will be given the opportunity to feed back what they have discovered to the whole class. Teachers may challenge children to undertake the completion of their own topic over a half term or term.

Responding to children and ensuring that home learning is completed

Children who complete their home learning are praised in class and there is regular encouragement and rewards given. Class teachers will keep records of work completed and if appropriate children are given a further opportunity to complete by a set date. Those who fail to complete work on a frequent basis are asked to carry out the activity in their own time in school. Children may also be excluded from some extra-curricular activities and clubs. Any problems arising will be discussed with parents/carers.

Individual and Different Needs

Home learning activities will be set appropriate to the child's ability. Whilst children with specific needs may benefit from special tasks separate from the work set for other children in the class, it is important that they should do as much in common with other children as possible.

Planners

Planners are in use throughout school and are used as a home/school link. Parents/Carers are asked to sign the planners weekly and if anything urgent is noted, to ask their child to ask the teacher to read his/her planner that day.

Roles and Responsibilities

The Governing Body has delegated powers and responsibilities to the Headteacher to oversee the development of this policy and to ensure its implementation, monitoring and evaluation.

The Headteacher will: decide if home learning should be set and in what form that home learning should take; promote the agreed policy by publishing it; ensure that home learning is built into teachers' planning; provide supportive guidance for parents and keep up to date with new developments and research regarding home learning.

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Class teachers will plan purposeful activities in line with this policy, which are linked to the curriculum content. They will explain when, what and how the work is to be done so that each child understands and ensure children feel that their work is valued. They will respond to children's efforts, providing encouragement and reward, and will investigate the reasons for home learning not being completed before responding with sanctions.

Parents and carers have a key role to play in supporting children's home learning. The nature of this role will change as children get older. For much of their home learning, particularly with younger children, parents and carers will be encouraged to become actively involved in joint activities. We ask parents and carers to establish a homework routine and provide a reasonably peaceful, suitable place in which children can do their work. The importance of reading at home cannot be over-emphasised and we encourage parents and carers to read regularly with their children throughout their time at primary school.

Children are responsible for completing and returning tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

Monitoring the Effectiveness of the Policy

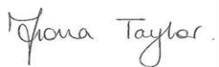
The effectiveness of this policy will be reviewed every two years or when the need arises. Views on homework from staff, parents/carers, children and governors will be collected. Any suggestions for improvement should be made to the Headteacher.

Policy developed by:

***All staff;**

***Using verbal feedback from School Council;**

***Using questionnaire feedback from parent/carer questionnaire.**



Chair of Governors

Date: November 2019



Headteacher

Date: November 2019

Policy approved: November 2019

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