



Academies for Character and Excellence



Brixham Church of England Primary School

Home Learning Policy

Policy Date:	15th July 2019	Statutory Policy / No
Last Reviewed	July 2021	Reviewed by: BNS
Next Review:	Sept 2023	Review cycle / Annual
Although our school is part of the ACE Academy this policy is only related to our school.		

John 10:10

I have come that they may have life, and have it to the full.

Our school's approach to this policy follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by Our Vision of 'Life in all its fullness' and ensures that all of school life incorporates the values of the Christian Faith. These values are central to all that we do and determine how we will implement all policies and procedures. We want to ensure that through our gateways of citizenship, leadership, expression, exploration and flourishing, all pupils and adults are shown how to be compassionate, passionate, honest, inspiring and responsible individuals. By starting with our vision, we aim to ensure that all members of our school community understand our expectations, our practise and the ways in which we will implement this Policy.

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1. INTROCUCTION

Home learning is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Home learning encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with home learning.

Through this policy we aim to:

- ensure consistency of approach throughout the school
- ensure progression towards independence and individual responsibility
- ensure the needs of the individual pupil are taken into account
- ensure parents/guardians have a clear understanding about expectations from themselves and the pupil
- improve the quality of learning experience offered to pupils
- extend and support the learning experience via reinforcement and revision
- provide opportunities for parents, pupils and school to work in partnership
- provide opportunities for parents and pupils to work together to enjoy learning experiences
- encourage children to develop long term strategies for future needs

2. RATIONALE

Home learning is an important part of a child's education, and can add much to a child's development. We see home learning as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing home learning is one of the main ways in which children can acquire the skill of independent learning. Home learning plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. Children develop their interests and skills to the full when parents/carers encourage them to make maximum use of the opportunities available outside school.

3. DEFINITION

Although not a statutory requirement "home learning" refers to any work or activities with which pupils are asked to do outside lesson time, either on their own or with parents/carer.

4. HOME-SCHOOL PARTNERSHIP

Our home/school partnership encourages parent support as part of a wider partnership between parents and schools. It is hoped that parents/carers will support children with any request for home learning to be completed outside of lesson time. We believe the parental support is essential and plays a vital role in children's education, and home learning is an important part of this process.

We ask parents and carers to encourage their child to complete the home learning tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. Ideally parents should read with their children every day to help them develop a love of books and stories and help them to grow in confidence. If parents and carers have any questions about home learning, they should, in the first instance, contact the child's class teacher.

5. PRE-SCHOOL and RECEPTION CLASS (EYFS)

We encourage all parents/ carers to read a story with their child every night. We also ask parents/ carers to support the reading of the phonics-based reading book that is sent home in their book bag. The reading diary should be completed and signed each time the child reads or is read to/with.

Additionally counting games, nursery rhymes, songs etc. would be beneficial to the children's learning and would support the learning taking place in school.

6. KEY STAGE ONE

Our expectation for home learning in KS1 is as follows:

- Daily reading to or with an adult at home, with the reading diary completed and signed each day
- Completing any phonics learning sent home, supported by an adult
- Complete one MyMaths activity per week, as set by the class teacher
- Complete at least one session per week on Times Tables Rock Stars
- Read, recognise and practise the spelling of the common exception words on the grid sent home

7. KEY STAGE TWO

Our expectation for home learning in KS2 is as follows:

- Daily reading to or with an adult at home
- Reading diary completed by the child daily and signed by an adult at least once per week
- Book review written after finishing each book
- Complete one MyMaths activity per week, as set by the class teacher
- Complete at least two sessions per week on Times Tables Rock Stars
- Learn the spellings list sent home to be tested each week

8. ALL CLASSES

Each class may also have optional home learning tasks set by the teacher, depending on the curriculum. This will be detailed by the class teacher via a letter and/or the class blog.

Home learning should not replace other activities which children pursue after school i.e. sport, music, clubs of all kinds.

9. USE OF ICT

A copy of the school's E-Safety policy is available from the school office and may also be found on the school website. The child's safety is paramount in all matters regarding use of the internet and

we advise parents and carers to always supervise their child's access to the internet. The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work.

10. INCLUSION and HOME LEARNING

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way.

Tasks should:

- have a very clear focus and time-guideline
- give plenty of opportunities for pupils to succeed
- help develop social as well as other skills where necessary
- be varied – and not purely written assignments
- be manageable for teachers

11. MONITORING AND REVIEWING THE POLICY

It is the responsibility of our governing body to agree and then monitor the school home learning policy. This is done by the committee of the governing body that deals with curriculum issues. Our home learning policy is reviewed annually by the Head Teacher in consultation with teaching staff.