



Home Learning Policy

To Be Reviewed: **July 2021**

Statement of Intent

Richardson Dees Primary School is a vibrant, enthusiastic, forward thinking and safe learning environment in which children are given every opportunity to complete a fulfilling primary school education. At Richardson Dees Primary School, we believe that home learning can play an important part in a child's education and develop their skills of independent study.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We give careful consideration to making home learning well-balanced across the school.

Our Home Learning Ethos

We believe in the power of home learning and the benefits of sharing learning experiences within the family. We encourage children to learn at home and we celebrate the work that is done throughout the year. We are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum.

Aims

Richardson Dees Primary School's Home Learning Policy aims to:

- Develop a consistent approach to home learning throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to home learning.
- Ensure that parents have clarity on what their child is expected to do.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning and to keep them informed about the work their child is covering.
- Use home learning as a tool for raising standards of attainment.
- Improve the quality of the learning experiences by extending it beyond the classroom.
- Give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day.

1. Responsibilities

1.1. The role of the headteacher and governing body:

- Regularly check compliance of the policy.
- Monitor the effectiveness of the policy every year.
- Review the policy every year and make appropriate updates as required.
- Discuss with staff how far the Policy is being implemented.
- Meet with parents as appropriate.
- Support parents with information about home learning.
- Inform new parents about the Home Learning Policy.

1.2. The role of the teacher:

- Plan and set up a weekly programme of home learning for pupils.
- Provide an explanation of home learning tasks and ensure all pupils understand what they have to do.
- Ensure all home learning given is purposeful and links directly to the curriculum.
- Set home learning that is appropriate to the child's ability.
- Ensure pupils feel well-supported in being able to complete their home learning.
- Give feedback to both pupils and parents where appropriate.
- Be available for discussion if necessary to parents and pupils about home learning.
- Set home learning that is consistent across classes.
- Ensure home learning takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Praise positive attitudes to home learning and celebrate success across the ability range.

1.3. The role of parents/carers:

- Support their child in completing home learning and encourage
- Become involved in their child's home learning and encourage their child to have a positive attitude towards it.
- Praise their child and celebrate achievements with regard to their home learning.
- Inform teachers of any issues that may arise or change of circumstances and co-operate with the school to find the appropriate support.
- Encourage your child to discuss home learning with you, including feedback from teachers.

1.4. The role of pupils:

- Take responsibility for their own learning and submit completed work in a timely manner.
- Have a positive approach towards home learning and Take pride in the presentation and content of their home learning where applicable.
- Make sure they understand the tasks that have been set and seek clarification if required.

2. Homework Tasks – What We Promote Across the School

In addition to an **optional** half termly home learning task which is set each half term and celebrated in our half termly Home Learning exhibition, we promote the following for our pupils. *Tasks are given out **every Monday**.

Year Group	Homework	Additional Guidance
N	<ul style="list-style-type: none"> • Reading – Library books each night • Phonics • Number Knowledge 	<i>In EYFS, we look to build the relationships between parents and staff around home learning. As we do across the school, we value immensely experiential learning and having lots of quality time away from academic study.</i>
R	<ul style="list-style-type: none"> • Reading – Library books each night • Tricky Words Practice • Phonics • Number Knowledge 	
1	<ul style="list-style-type: none"> • Reading – Library books each night • Tricky Words Practice/Phonics • Number Bonds work 	<i>By KS1, children are expected to have developed a stamina for learning and honed their concentration skills. Home Learning is useful opportunity for parents to track the changes within the curriculum from the outset of Year 1 and to understand both the statutory expectations for their child and their place within the school curriculum.</i>
2	<ul style="list-style-type: none"> • Reading – Library books each night • Tricky Words Practice/Phonics • Number Bonds work 	
3	<ul style="list-style-type: none"> • Reading – Library books each night • Spellings • Arithmetic and Tables Practice 	<i>Throughout KS2, children are continuing to develop their independence and their resilience.</i> <i>Home Learning can give each pupil a sense of ownership of their learning.</i> <i>We are not preparing children for tests or the next tier of education, we are preparing them for life and we firmly believe that home study will promote high aspirations, support improved attainment and ultimately engender a love of learning.</i>
4	<ul style="list-style-type: none"> • Reading – Library books each night • Spellings • Arithmetic and Tables Practice 	
5	<ul style="list-style-type: none"> • Reading – Library books each night • Spellings • Grammar • Arithmetic and Tables Practice 	
6	<ul style="list-style-type: none"> • Reading – Library books each night • Spellings • Grammar • Arithmetic and Tables Practice 	

3. Absences

- 3.1. If the child is absent from school due to illness or medical reasons, the school will supply the appropriate home learning, where appropriate, on their return
- 3.2. If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

4. Completion of Home Learning

- 4.1. Children will **not** be penalised for non-completion of home learning but teachers and staff will raise non-compliance with parents and seek to understand what might be the root cause(s) of that pupil not meeting school expectations for home learning.
- 4.2. School will always facilitate ways in which children can be supported in completing their home learning including providing them with the necessary resources, additional input or access to internet or other relevant technology that they may need.

5. Marking homework

- 5.1. Home learning will be monitored through regular tests each week.
- 5.2. Home learning projects will be celebrated in the final week of each half term and parents and pupils will have the opportunity to discuss the work their child has completed.
- 5.3. In support of staff work-life balance, staff are not routinely required to undertake record-keeping (beyond recording of test scores linked to home learning) or to physically mark any particular piece of home learning.
- 5.4. Children's work is celebrated but not routinely rewarded – we believe that sharing and enjoying the success of each pupil's efforts in home learning and identifying how it has developed or exemplified their skills as a learner is the richest reward.

6. Pupils with SEND

- 6.1. The school recognises that pupils with special educational needs and disabilities (SEND) may require that specific tasks be set in the form of Individual Education Plans.
- 6.2. While pupils with SEND may benefit from special tasks separate from the home learning received from other pupils, it is important that they also do as much in common with other pupils.
- 6.3. Where exceptions or amendments may be need for pupils with SEND, these will be done in consultation with the parents / carers and **SEND co-ordinator**.

7. Policy review

- 7.1. This policy is reviewed **regularly** by the **headteacher**.
- 7.2. The scheduled review date for this policy is **July 2020**.