



## Bridge and Patricbourne Primary School

### Policy for Home Learning

Person Responsible : Stella Byrne and Leadership Team

Policy Review Date : Autumn 2014

#### **Rationale:**

The School Standard and Framework Act 1998 required all schools to draw up home-school agreements in consultation with parents. The school needs to set out its expectations about homework, making it completely clear to both teachers and parents what is expected of pupils in the way of homework and how it should be organised. Homework arrangements should be manageable, as well as educationally beneficial.

#### **The aims of our school are:**

- to create a stable, ordered and balanced community, which will foster each child's intellectual, physical, aesthetic, spiritual, emotional, moral and social development
- to provide for learning to take place within a broad and balanced curriculum of both academic and practical work, which gives pupils not only experience of the major subject disciplines but also a sense of satisfaction in their achievements
- to encourage each child throughout their school life to develop an enquiring and receptive mind as well as the ability to reason. In this way the child will acquire the skills and knowledge necessary to develop their potential and enable them to take their full part in society.

(phrases particularly relevant to home learning have been indicated)

#### **The aims and objectives of our Home Learning Policy are:**

- To develop an effective partnership between school and home
- To reinforce, consolidate and extend learning across the curriculum
- To use the home as a means of supporting learning of all kinds
- To provide opportunities for parents and children to work together to enjoy learning experiences
- To encourage our children to become curious and independent learners
- To encourage pupils, as they progress, to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary transfer

#### **Developments since last policy:**

Home Learning was a focus area on the school plan (2011 – 2012). Time was spent researching current recommendations, and practices by other schools, on the setting of homework and its impact on children's progress and their approaches to learning. This information was distributed in a discussion paper to parents and all staff and consultation meetings were held with parents to gather their feedback and opinions.

Discussions were also held with staff and the School Council were central to the gathering of views of the children across the school. Creating a fully integrated approach which developed from Reception to Year 6 was another aim of the process.

### **Integration of Key Skills:**

Over the last three years, we have been refining our curriculum in school to give greater priority to the development of Key Learning Skills such as Enquiry, Problem Solving, Reasoning, Evaluation, Communication, Information Processing and Creative Thinking.

A further aim of the review was for these skills to play a larger part in the home learning activities the children are asked to complete.

Following the research and review process; a trial of a new approach to Home Learning was implemented in terms 5 and 6 2012. This has fed into the following guidelines for home learning to be implemented from Autumn 2012.

### **Principles of Teaching and Learning**

The new approach to home learning supports the school teaching and learning policy, particular the section on children's learning;

- children learn in different ways, have different interests and may choose different paths in their everyday learning and lives
- children's relationships and experiences outside school inform and enrich their lives
- all areas of learning and development are intricately intertwined; children develop holistically and their emotional and social development form the foundation for learning in other areas
- play, in which the child takes the lead and makes choices, is a process which fosters cognitive development
- children make sense of and transform knowledge, experiences and events through imaginative and creative activity
- children are motivated to express and share their ideas through – dancing, singing, talking, story-telling, music making, painting, making patterns, building, model making, dramatic presentations, through technology, mark making, writing ...
- positive relationships with key people are central in children's lives

### **Guidelines for the setting of Home Learning Tasks**

Throughout the school (Foundation Stage to Year 6) , all parents are asked to:

- **Read to and with their children on a regular basis;** as a child becomes more proficient, to discuss books that children are reading for themselves by asking a variety of questions to develop the child's understanding. Reading workshops and guidance leaflets are available from school and on the website to support parents in the development of reading skills at Key Stage 1 and Key Stage 2. Approaches relevant to specific year groups are shared at the 'meet the teacher' sessions in September and through the year group newsletters distributed three times a year.
- **Help their children to memorise sight vocabulary spellings and phonic rules;** as well as applying spelling knowledge as part of their reading or writing activities. The content relevant to specific year groups is shared at the 'meet the teacher' sessions in September and through the year group newsletters distributed three times a year.

- **Help their children to learn, memorise and apply number facts;** these would include number bonds to 10, 20 and within 20, doubles and halves, multiplication and division facts and mental addition and subtraction strategies. Information leaflets are available from school and on the website for parents giving ideas to support mathematical learning at home. It will also be explained at the 'meet the teacher' session in September and on the year group newsletters.

The Target Documents distributed three times a year also contribute to, and give suggestions for, the development of important skills in Reading, Writing, Maths and Science skills.

Teachers may set specific tasks to be completed at home related to the skills listed above. These would be set as they were relevant to learning taking place in the classroom and maybe given to the whole class or as focused support or extension for individual children.

Year 6: in preparation for secondary school, Year 6 will continue to have more regular Literacy and Numeracy homework tasks along side their termly home learning sheet. These will have clear deadlines and there will be an expectation that the work is completed by all children to a high standard to the timetable set. This work will be completed in designated 'home learning' books to give children experience of looking after their own exercise books for use at home. Tasks will be differentiated appropriately to enable all children to achieve success.

The weekly timetable of homework tasks listed on the previous policy is no longer in operation. It has been replaced by a termly Home Learning sheet. Home Learning task sheets will be available from the class pages of the website, as well as being distributed as a paper copy to each child.

The Home Learning tasks are optional, and may be completed by the child alone or with support from family members. They can be brought into school whenever they are completed. Items brought into school in response to Home Learning will be recognised and celebrated in each class by the issuing of a certificate by the classteacher to recognise the child's effort and commitment to their learning. The child will be able to share their product with the class and, where possible, Home Learning tasks will be put on display.

Teachers will be encouraged to photograph items and add them to the class page on the school website. At the end of each term, children will be able to take home their own pieces of work.

The content of the Home Learning sheets will be monitored and moderated by members of the SLT to ensure that there is a variety of quality tasks drawn from across the curriculum available for children.

Policy presented to governors  
July 2012

Stella Byrne