

Eyam CE (C) Primary School

Home Learning Policy



September 2018

Review Date: rev October 2022

Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.

We learn as a TEAM because Together Everyone Achieves More.

Signed by _____ on behalf of the Governing Body
Date _____

Eyam School aims to

1. Create successful resilient learners who take responsibility for their own learning and are prepared to embark on future challenges with excitement and confidence
2. Ensure it provides innovative learning opportunities that develop the whole child, empowering pupils to explore and believe in themselves
3. Establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.
4. Help children understand Britain's cultural heritage
5. Prepare children for life, helping them to be responsible citizens who are able to adapt and grow as technology and society changes.
6. Teach children to have an awareness of their own spiritual development, and to distinguish right from wrong.
7. Value the importance of an effective partnership with parents and the community to encourage each child to reach their full potential.

Introduction

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 to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with home learning.

Rationale for home learning

Home learning is a very important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see home learning as an important example of cooperation between teachers and parents. All homework should have a clear purpose and the children should be clear about the reason why they are doing the homework. It should be linked as much as possible to work/topics being carried out in the class. Open ended tasks to meet the needs of the more-able and creative approaches should be encouraged. 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. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

Aims

We believe the purpose of homework is to:

- to enable pupils to make maximum progress in their academic and social development;

- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

Types of home learning

Staff and pupils regard home learning as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.

We set a variety of home learning activities. In the Early Years Foundation Stage and at Key Stage 1 we give children books to take home and read with their parents. We give guidance to parents on achieving the maximum benefit from this time spent reading with their child. We also ask Y2 children to learn spellings or mathematical tables as part of their home learning. Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use the local library, (Bakewell or Chesterfield) as well as the Internet.

At Key Stage 2 we continue to give children the sort of home learning activities outlined above but we expect them to do more tasks independently. We set English and Maths home learning routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set home learning as a means of helping the children to revise for examinations, as well as to ensure that prior learning has been understood.

Home learning is marked according to the general school marking policy. Home learning completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach. We promote Higher Order Thinking Skills at Eyam School, known as HOT Skills – we set a home challenge at some stage during the term which may be a design or research project which maximises these skills and the children's ability to present their ideas. These are usually linked to our Topic focus such as Dinosaurs in KS1 or British Scientists or Tudor houses.

Amount of home learning

As they move through the school, we increase the amount of home learning that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing home learning, that is 15 mins a day for 4 days minimum. We expect children in years 3 and 4 to spend approximately 15–20 minutes per night (1.5 hrs per week) on home learning, and

children in years 5 and 6 to spend approximately 30 minutes per night (2.5 hrs per week). This is in line with the DfES guidelines that were issued in 1998. Home learning always includes reading.

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. When setting home learning to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

The role of parents

Parents have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents 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 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.

If parents have any questions about home learning, they should, in the first instance, contact the child's class teacher. Finally, if they wish to make a complaint about the school home learning policy, or the way it is implemented, parents should contact the headteacher. We welcome your feedback and constructive criticism and always aim to work with families so that HL enhances the life chances of every child.

Specific resources for Home-learning

During the lockdown in 2020 we introduced the use of Seesaw, an online platform on which staff could save, upload, mark and send both videos and printed work for pupils to use, watch, download and carry out at home. Students in turn can upload back to staff and this is stored in a secure individual folder for each pupil. We have continued to use this system in both KS2 classes. We also send specific revision booklets for pupils in Y2 and Y6.

Safe use of IT

The use of IT 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, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Parents are advised always to supervise their child's access to the Internet.

We discourage children from bringing computer disks or memory sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school home learning policy. This is done by the Teaching, Learning and Community (TLC) committee of the governing body that deals with curriculum issues.

Parents complete a questionnaire each year, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way home learning is organised in our school.

This policy will be reviewed in two years, or earlier if necessary.