



DORMANSLAND PRIMARY SCHOOL

HOME LEARNING POLICY

Acting Head Teacher
Status & Review Cycle:
Next Review Date:

Faye Davies
Non- Statutory
Autumn 2023

School Principles

Dormansland Primary School provides a place to learn that nurtures, challenges and inspires all our children.

We encourage them to be the best they can be and to become happy, self-confident and responsible citizens, ready to meet the demands of life in 21st Century Britain and the wider global community.

We strive to achieve the highest standards of behaviour, social interaction and academic achievement, so that every child leaves our school with confidence, selfbelief and the ability to take advantage of many, varied opportunities in the future.

We work hard to cultivate a warm, friendly, community atmosphere, where the promotion of spiritual, moral, social and cultural development is at the heart of all that we do.

1. Introduction

At Dormansland Primary School, home learning is categorised in two ways:

- Basic Skills Development – reading, spelling and mental arithmetic
- Topic Development – application of English and maths within the context of the curriculum topics

We are aware that there will always be varying outcomes of home learning at the individual child, family, class and whole school level. Therefore, it is essential that we clearly set out and communicate this policy, in order to:

- facilitate a better understanding of home learning in the school community;
- reduce needless stress both at home and in school in relation to home learning;
- promote the enjoyment of extended learning beyond the school day.

2. Home Learning Vision

Class teachers, in partnership with parents, will establish the conditions where children are self-motivated and engage freely in a range of activities and projects.

We will do all we can to ensure that these are exciting and inspiring, enabling the children to broaden, deepen and share their learning with increasing confidence.

Activities will enable children to broaden their horizons and refine their own knowledge, skills and concepts linked to the programmes of study they experience in school.

Class teachers will ensure that children have the freedom, skills and access to appropriate resources to confidently undertake each learning task.

Parents will understand and feel confident about how best to support their children, using their own knowledge and based on the clear communication they receive from school.

Strategy

High quality home learning will be a key feature for English and maths provision, and its quality and impact will be evaluated annually. Increasingly learning tasks will be linked with the topics children are studying and will be multi modal (where children will decide for themselves how they wish to present their learning) and open ended.

Subject leaders will work with class teachers to develop and provide:

- learning tasks that broadly suit the needs of the individual and are motivating, challenging and irresistible for children;
- learning tasks that have a tight learning objective, but not always with a preconceived end product, therefore enabling all children to 'be the best they can be', by developing and demonstrating their imagination and creativity;
- support for parents to give them the confidence and understanding of current teaching strategies, which will then enable them to engage positively in their child's education;
- a culture where parents know and understand the importance of home learning in the learning process.

Home learning will be set for children and families to engage in freely.

Good communication between home and school will enable parents to know the quantity of home learning that has been submitted each term.

The submission of home learning will be cause for celebration and the submission of creative high quality outcomes will be rewarded and publicly acknowledged.

Where engagement is not forthcoming, class teachers will try to work in partnership to improve the rate of involvement using a range of positive strategies.

In some cases, where it is felt to be of benefit to a child's developing self-esteem and sense of achievement, provision may be made for the child to complete a home learning task during the school day.

Aims

At Dormansland, we will ensure that all children have the chance of making sustained and, in some cases, rapid progress as a result of their home learning by:

- focusing attention on the learning outcomes rather than dictating how the learning task must be completed;
- ensuring home learning activities are directly related to the school curriculum and are seen by children to be achievable and worthwhile;
- providing activities and guidance that motivate children and parents to undertake home learning regularly and produce outcomes of high quality;
- maintaining consistency of approach throughout the school, while retaining a clear focus on the age of the children in different year groups;
- promoting and securing progression towards independent learning and individual responsibility;
- setting home learning tasks that promote equality of opportunity, eg. ability, resources and broad interests, whilst not constraining excellence or creativity;
- encouraging collaborative learning with friends and family;
- working in partnership with parents to enhance extended learning experiences; providing appropriate challenge for individual and group needs, sometimes through differentiation and resourcing;
- ensuring parents and carers have a clear understanding about expectations for their child;
- extending and supporting the high quality learning experiences from school.

3. Planning and Teaching

The setting of home learning is a core responsibility of the class teacher and it is primarily class teachers who implement this policy.

All Home Learning

We will:

- ensure the home learning timetable takes all family circumstances into consideration, eg. where parents are separated, the demands of parents' work patterns, etc.

- wherever possible, always ensure home learning can be completed over a weekend and children are given at least three working days, in addition to the weekend, to complete the home learning;
- have regard for other demands on children: the actual time children have to complete home learning, any home learning being set in connection with additional intervention groups. Where this is the case, the intervention home learning will take precedent over class-set tasks. No child will be expected to complete both unless they voluntarily wish to.
- provide necessary instructions for parents to follow, in order to support their child's learning effectively;
- ensure there is planned time, where appropriate, to explain the home learning tasks to all children, giving examples of what is expected.

Basic Skills Home Learning

We will:

- provide parents with a weekly timetable for home learning;
- usually set home learning every week, with the exception of the last week of term;
- provide parents with clear instructions and processes to enable them to support their children, eg. give a clear example of a mathematical process children need to follow.

English

i. Reading

Children are encouraged to:

- use the school library, at least weekly, to select a book they will enjoy and can read outside of school;
- read regularly outside of school for approximately 10-15 minutes each day, including weekends and evenings;
- read to and with an adult, where appropriate.

ii. Spelling & Phonics

Children from Year 1 upwards will have access to Spelling Shed allowing teachers to set appropriate tasks each week.

b. Maths & Number Work

For home learning the children are asked to practise and recall number facts and processes:

Children from Year 1 upwards will have access to Time Tables Rock Star and Maths Shed allowing teachers to set appropriate tasks each week.

c. Topic Home Learning

In addition staff will provide a framework of a series of open-ended project 'starters', which are intended to give children and their families the opportunity to decide how they like to learn best at home and what they would like to produce in response to the given stimuli. It also enables siblings or friends to work collaboratively, if they wish, to produce a high quality piece of home learning.

4. Assessment

Class teachers will:

- mark home learning according to our marking policy
- keep an accurate record of the submission of all home learning;
- speak informally to parents where children are not bringing in their home learning on a regular basis, to find out any underlying reasons for this and to see whether anything can be done to help resolve the issue positively.

Class teachers will not:

- punish children, in any way, for non-submission of home learning – there will not be any play time or lunch time detentions. However, should a child request additional time or support with their home learning during school time, this will be given where reasonably practical.

4.7 All staff, including support staff, will:

- be encouraged to make regular contributions to the whole school home learning task sheet, which is sent home three times every year.

5. Inclusion and Equal Opportunities

Dormansland Primary School makes every effort to avoid discriminating against particular groups or individuals in the application of its policies and its procedures. We will endeavour to use all policies and procedures to ensure a positive impact on equality and inclusion.

6. Parental Involvement

As part of the home-school agreement, tacitly accepted when applying for a place at Dormansland School, parents and carers have agreed to the following:

Parents and Guardians will:

- encourage children to approach learning in school in an enthusiastic and motivated way;
- ensure children have the correct equipment for school at all times;
- ensure children have pieces of home learning with them when they leave school on the timetabled evenings; OR, where they have access to the internet from home, use their child's class page on the school website to access home learning electronically;
- help their child complete, thoroughly check and return home learning either on or before the deadline;
- when developmentally appropriate, read to and with their child on a frequent, regular basis i.e. nightly;
- share any issues about completing home learning with the class teacher as soon as practicable;
- attend all meetings relevant to their child's education;
- read and respond to annual school reports.



"The science fair is tomorrow, and I need to build a model of a nuclear power plant. Can you help me?"

7. Links with other policies and supporting material

This policy should be read in conjunction with the following school policies:

- Learning Culture Policy
- Assessment Policy
- Marking and Feedback Policy
- Home – School Agreement