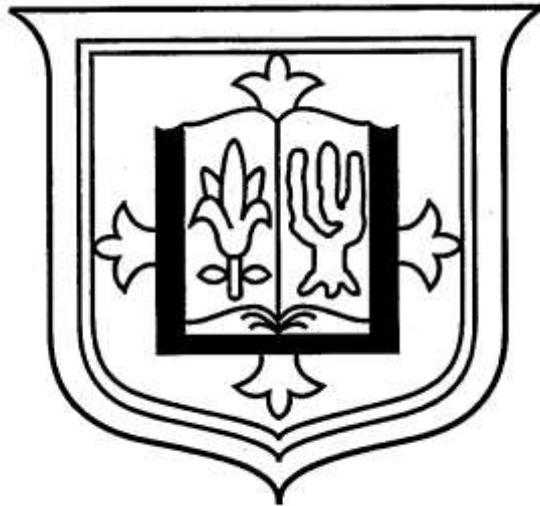


ST ANTHONY'S CATHOLIC PRIMARY SCHOOL



HOME LEARNING POLICY

March 2017

ST ANTHONY'S CATHOLIC PRIMARY SCHOOL



HOME LEARNING POLICY

The purpose of home learning is:

- To provide opportunities for children, parents and the school to work in an effective partnership
- To consolidate and reinforce children's skills, knowledge and understanding, particularly in English and Maths
- To extend children's opportunities for learning beyond the school
- To encourage children as they grow older to develop the confidence and self-discipline to study independently
- To prepare children in Year 6 for their transition to secondary schools.

We recognise that the purpose of home learning changes as children grow older. In the Foundation Stage and at Key Stage 1, the emphasis is placed upon developing a partnership with parents and carers and involving them actively in children's learning with activities such as reading, spelling, games and number facts. During Key Stage 2 there is greater emphasis upon providing opportunities for children to develop the skills of independent learning from a variety of sources. Thus, by Year 6, the home learning schedule is regular, covering a wide range of tasks and curriculum content thereby ensuring a smooth transition to Key Stage 3.

How much home learning?

Whilst we appreciate the value of home learning, it is equally important that children of all ages need time to develop through a wide range of activities such as play, participating in clubs, etc. It is, therefore, important that children should not be overburdened with formal home learning. On the other hand, children researching independently on topics that interest them will be building invaluable skills for the future. As a rough guide, we recommend that children might be asked to spend the following amount of time doing home learning:

Reception:	There is no set time for children in the Reception class
Year 1 and Year 2:	About one hour per week and approximately 10 minutes per piece of home learning. This is given on Friday for Tuesday , and Wednesday phonics learning for the following Wednesday .
Year 3 and Year 4:	About one and a half hours per week and approximately 20 minutes per piece of home learning. Monday - spellings, Tuesday for Thursday and Friday for Monday . This will include English, Maths and Topic.

Year 5 and Year 6: About two and a half hours per week and approximately 30 minutes per piece of home learning. **Monday for Wednesday, Wednesday for Friday and Friday for Monday.** Again this will include English, Maths and Topic.

Sometimes there will be one piece of home learning and sometimes there will be more than one piece depending on the size of the home learning given.

NB: - Reading and learning times tables/number facts and bonds should be completed daily and are additional to the home learning tasks and the time allocated to each year group.

What is home learning?

Home learning activities should be planned for and support the curriculum. It is beneficial to both parents and children if a weekly pattern is set.

Demands of home learning need to be manageable to all concerned. Some tasks may be being completed over an extended period of time.

The environment and having the correct equipment is vitally important to success in completing home learning. Children should not be hungry, thirsty, tired, distracted or upset when completing home learning. Try to ensure that they are well rested; fed and placed in an area that does not have TV/media/computer game distractions. Ensure that they have a pencil, some coloured pencils, a ruler and a pencil sharpener as basic equipment. Erasers are not necessary as we encourage pupils to use a mistake a learning point. If you need support with this we can help. Get into a routine and don't be easily persuaded that it is a good idea not to complete the home learning at that time. Remember you are in charge!

Really important!

Under no circumstance is home learning beneficial if it is done under stress as this becomes a punishment for all concerned. Parents need to use their discretion as to how home learning is affecting family life and you know your child the best of all. Please see the teacher if problems arise with home learning but also be assured in the knowledge that we do check whether they are completing it and to a good standard. We want to encourage pupils to do home learning and therefore will use a range of positive ways to celebrate the work they have done. In the event of not completing the home learning task, we will speak to parents to see how we can move forward from this.

Children with special educational needs

It is important that children with special educational needs have an opportunity to benefit from home learning appropriate to their needs. This may mean that some children are asked to do home learning which is separate from the home learning set for the rest of the class.

Feedback on home learning

It is important that home learning tasks are worthwhile and that children receive feedback on their work. Feedback will often be given: -

- Through praise marking (pink pen). Any growth comments will be given to the pupil verbally and any major issues will be discussed with pupils and parent together.
- As children do the follow up work
- Through class discussion
- Through group discussion

Adopted by Community Governors – March 2017

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Partnership with parents

All parents are encouraged to read to and with their children as much as possible and to encourage and support their children in the completion of home learning tasks.

In order to receive feedback from parents all children have either a reading diary, a home learning book or home learning diary where parents can add their comments. These should be signed regularly by both parents and teachers.

Monitoring and Evaluation

The impact of home learning will be monitored through: -

- Discussion at staff, curriculum and key stage meetings.
- Discussion with a sample of pupils across the ability range
- Looking at a sample of reading/home learning diaries/books

In the light of the information gathered the policy will be evaluated in terms of: -

- How manageable it is.
- The impact upon children's attitude to learning.
- The impact upon children's progress.

March 2017