



Chantry Community Primary School

Home Learning Policy

Autumn 2014

Home Learning Policy

Introduction

At Chantry the Staff and Governors believe that working in partnership with parents and carers is crucial in securing good outcomes for all children. In addition to high quality teaching and learning for every child in our school, we believe home learning is vitally important in helping children to consolidate learning and secure good academic progress year on year. This policy outlines our expectations for home learning.

Home learning is important for:

- Providing children with the opportunity to practise the skills and knowledge they have learnt in school
- Enabling children to get one to one support, which is not always possible during the school day
- Helping children develop into independent learners
- Keeping parents and carers up to date with what their children are learning
- Establishing the discipline of completing work at home
- To help children prepare for future learning particularly for secondary education where there are more rigorous demands of home learning.

While home learning is important, it should not prevent children from taking part in a wide range of out-of-school clubs and activities. Children spend most of their time at home, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of experiences and opportunities that are available outside of school. Home learning should support a child's education and we endeavour to set work that supports our creative curriculum as well as developing basic skills.

Reading

All children are asked to read at home with their parents. As children's reading skills improve they are expected to read independently in addition to reading with their parents. Reading aloud and discussing the text is an important skill and we regularly provide workshops for parents, guiding them through how to make the most of reading time with their child.

All Reception and Key Stage One children have a reading record for adults to write comments in and to log how many pages have been read.

Expectations for reading:

Reception children;	share a book with an adult daily
Key Stage One;	reading with an adult daily
Key Stage Two;	as children become increasingly fluent, they should be reading aloud to an adult for about 15 minutes a day and also read independently.

All Key Stage Two children complete reading journals each week. They should record the number of pages read and make a short comment about the book or passage they have read. No more than the equivalent of half a page of writing is expected.

Spellings

In Key Stage One children are given words to learn at home each week which practise the sounds they have been working on in phonics. These are then tested in school the following week.

In Key Stage Two children's spelling ability is assessed throughout the year and children are given appropriate spellings to practise at home. There will not be a formal spelling 'test', instead children will be expected to spell the focus words for the week in a short passage that is read to them. This will put the words into a context and also provide an opportunity for teachers to check on children's ability to spell a range of high frequency words that will be included in the passage; words children should be using correctly on a regular basis.

Mathematics

Children are expected to practise their times tables at home in all year groups, they will also practise these in school as part of their maths lessons.

Years One to Four children bring home Maths Games Packs. These games are sent home on a weekly basis for you to play with your child. We do ask that they are returned intact the following week when the packs will be rotated and given to different children.

Year Five and Six will be given a small amount of maths home learning weekly to support their work in class; this may be work online. Year Three and Four may also be given additional maths work to complete at home.

Projects

From year one onwards children may be asked to complete creative projects that supports the learning journey work they are doing in school. We have found these projects really engage children and families in the learning. The projects begin as practical tasks in Year One and Two and as children move through Key Stage Two they begin to have more choice over the type of project they produce, it may be a 3D piece, a piece of artwork or music, an ICT presentation or a piece of written research with drawings. This is to ensure children have an opportunity to demonstrate their understanding and skills in a way that suits the individual learner. Time may be given during lessons to work on some projects, especially in Years 3 and 4 where more guidance is needed. In depth feedback will always be provided by teachers within three weeks.

Additional Home Learning

Children may be asked occasionally to finish a piece of work at home that they have not been able to complete during school time, if the teacher feels the child will benefit from spending more time on it.

Home Learning Information

The majority of homework will be on the Learning Platform, paper copies of the details can be collected from the class teacher for those children who do not have access to the internet.

Pupils with Special Educational Needs and More Able Pupils

We set home learning for all children as part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Likewise, if a child is more able we expect the standard of their home learning to be in-line with their ability level.

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 they feel necessary and 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. In Key Stage One we expect parents to take an active role in the home learning projects their child is set, this support should become less hands-on as children move through Key Stage Two.

If parents have any problems or questions about home learning, they should contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher. Finally, if they wish to make a complaint about the school home learning policy or the way it is implemented; parents should contact the governing body.

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 our Standards and Curriculum Committee who deal with curriculum issues. Our governing body may, at any time, request from the Headteacher a report on the way home learning is organised in our school.

Signed:_____ Headteacher

Signed:_____ Chair of Governors

Date:_____