

Home Learning Policy

November 2024
Next review date: November 2026

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This policy should be read in conjunction with the *Quality of Education Policy*, any related subject policies and the following:

Assessment Policy	Special Educational Needs and Disability Policy
Early Years Foundation Stage Policy	Online Safety Policy
Equality and Community Cohesion Policy	

Throughout this policy 'parents' denotes those with parental responsibility.

1. Mission Statement

At Belmont, we believe children benefit most when teachers and families work in partnership, encouraging children to make the most of learning opportunities both at home and at school. Home learning plays a positive role in raising a child's level of attainment and supporting his or her progress in school. Recent and extensive educational research has found that homework for primary aged children has minimal impact unless it reinforces learning and regularly allows children to rehearse and practise skills and facts e.g. times tables and spellings. It should also always link to learning in the classroom so that children can consolidate and extend their understanding (Hattie, 2016). As well as tasks linked to skills, children will also be expected to complete self-selected creative home learning activities each term, linked to different areas to the curriculum. These will provide the opportunity to extend their understanding and nurture their sense of curiosity. Regular completion of home learning tasks to a good standard also enables children to become more confident at acquiring the skills and habits of independent learners.

Play and 'free time' are also crucial to a child's growth and development. While home learning is important, it should not prevent children from having self-directed time to initiate their own play or activities. Children also have opportunities outside the school day, both at Belmont and elsewhere, to become involved in the wide range of out-of-school clubs and organisations that play an important role in the lives of many children, including activities not directly related to the school curriculum.

1.1. Aims and Objectives

The aims and objectives of home learning at Belmont are to:

- enable pupils to make maximum progress in their academic achievement, developing good work habits for the future;
- help pupils develop the skills of independent learners;
- consolidate and reinforce learning done in school and allow children to practise skills taught in lessons;
- promote a partnership between home and school in supporting each child's learning;
- encourage children to develop their curiosity and an enquiring mind;
- foster a sense of pride in achievement by following a task through to completion.

2. Approaches to home learning

Guidance is given to parents about the different aspects of home learning and access to ideas on how to support home learning opportunities.

Weekly Practice and consolidation

Year	Key words/ spellings	Number facts/ times tables	Grammar and Punctuation CGP Books	Maths via Google Classroom
Reception				
1	✓	✓		
2	✓	✓	✓	✓
3	✓	✓	✓	✓
4	✓	✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Reading

'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.' (National Curriculum, 2014 p14).

Children in Reception, Year 1 and Year 2 are allocated an online e-book every week that matches their phonics learning. Children are expected to read at home regularly (approximately 10 – 15 minutes daily although this will increase with age) and to discuss their reading with an adult at home to develop language and comprehension. Each child will have a Reading Record book, which must be brought into school every Monday (or on a day specified by each year group) to be checked. KS2 pupils can change their reading books as often as they need to. Children will have the opportunity to go to the Infant or Junior library to borrow books each week. We encourage the children to share their library book with an adult at home as well.

Spellings

Spellings, linked to the children's learning in class, will be listed on the Year Group Notice Boards and can be practised at home. They will be tested through a dictation in school so that the children's understanding of the word is also checked.

Grammar and Punctuation

In Years 2, 3, 4, 5 and 6, children are expected to complete a written grammar or punctuation task each week.

Maths

Children are asked to practise number facts or times tables as directed by their teachers each week. From Year 2, children will work on the Times Table Challenge at their own level. Access to these can be found on the school website.

In Years 2, 3, 4, 5 and 6, children are expected to complete a written maths task each week allocated on Google Classroom.

Creative Home Learning

Each term the children are given a list of suggested activities connected to their topic e.g. Fighting for Survival (Year 2) and The Tree of Life (Year 4). These activities have links with all areas of the curriculum and give opportunity to reinforce learning whilst providing opportunity to extend learning. Children are asked to choose their own tasks, encouraging creativity and independence. These activities allow opportunity to demonstrate a range of lifelong skills that embrace individual interests and talents. Creative Home Learning will be submitted via Google Classroom and then celebrated within the year group with children given the opportunity to self and peer evaluate their work. Moto may be used to add voice feedback on Google Classroom.

Home Learning communication

Home learning is available on the Year Group Notice boards on the school website. To help practise spellings, a Look, Say, Write, Cover, Check sheet is available on the Year Group Notice Board. Access to Times Table Challenges will also be available through the Year Group Notice Boards. Each week, learning covered in English and Maths will be shared on the Year Group Notice Board so that parents know what has been learnt that week and what will be learnt the following week. In addition, there will be general ideas to support reading, spelling and maths at home.

Statutory Assessments

Children in Years 1, 2 and 6 may be given more opportunities to practice skills in preparation for Phonics Screening and end of Key Stage assessments.

2.1. Early Years Foundation Stage and Key Stage 1

Home learning activities for these younger children generally require a level of adult supervision and support, which decreases as children get older and more proficient.

Children are also often asked to find out about a topic at home to accompany work at school, e.g. draw a map of your journey to school. When they study a topic or research a particular subject, they are encouraged to use the school and local libraries and age-appropriate websites on the Internet. They also have the opportunity to 'Show and Tell'. This is organised on a rota and details are shared on the Year Group Notice Board.

2.2. Supporting home learning

Suggestions to help parents/carers support their child's home learning are provided on Year Group Notice Boards. There is a home learning club for Year 5 and 6 children after school once a week. This is open to all children in these year groups to give them the opportunity to undertake their work with access to the ICT suite and school resources. All Key Stage 2 children have access to the junior library and the opportunity to borrow books relating to the topic they are working on.

2.3. Use of the internet

All children have access to the School Website, where links are provided to various other websites that can support them with their homework. Login sheets with details of web addresses and passwords are given to each child at the start of the year. Links are also shared on Google Classrooms. Logins for Reception, Year 1 and Year 2 to access the Collins ebooks are provided in Reading Records.

2.4 Home school liaison

All children are provided with a Reading Record for children and/or parents to comment on books read and reading progress. Class teachers regularly read comments and provide feedback.

If children regularly fail to complete home learning tasks as set by the teachers, the matter will be raised with parents via a letter and/or meeting with the class teacher. In Years 5 and 6, such children will be expected to take up the opportunity to do their home learning during home learning club, where further support can be provided if necessary. Subject to circumstances, other Key Stage 2 children may be asked to complete their home learning during break time or arrangements may be made for support as outlined in Section 3 below.

3. Inclusion

3.1. Equal Opportunities

Home learning is set for all children as a regular part of school life. Members of staff try to ensure that all tasks are set appropriately to consolidate learning and provide opportunity to practise key skills. Creative home learning provides a rich and broad set of tasks with a variety of cross-curricular links, aiming to engage and interest all children.

The School is also able to advise a family or make alternative arrangements where an adult member may not be able to support the child in carrying out the task as set. If parents need advice to help them support home learning e.g. ways to develop reading fluency, methods used in maths calculations, they should make an appointment with the class teacher.

3.2. Special Educational Needs and Disability (SEND)

If a child has special educational needs or a disability, we endeavour to ensure that the child can access the task and achieve success. This may mean for example that a differentiated task is given e.g. activities broken into smaller chunks for a child without the physical or emotional stamina to complete a longer task. When setting home learning for a pupil named on the register of special educational needs and disability, we refer to the targets and methods of provision for that child. Care is taken to ensure that the quantity as well as level of home learning is in line with the child's needs and abilities.

3.3. Able Pupils

Creative home learning provides the opportunity for pupils to deepen their learning through self-directed tasks, encouraging the use of higher order thinking skills, independence and creativity.

3.4. English as an Additional Language (EAL)

Children at the early stages of learning English have their needs taken into account when home learning is set and marked.

4. Roles and Responsibilities

4.1. Class Teachers

In addition to the responsibilities outlined in the Quality of Education Policy, class teachers have a responsibility to:

- set suitable home learning that consolidates learning and provides opportunity to practise essential skills in maths and English on a weekly basis;
- ensure that the Year Group Notice Board is updated weekly for Home learning and that Creative Home Learning is updated each term;
- when relevant, mark home learning or arrange for it to be marked by the teaching assistant or children themselves as part of a class lesson;
- follow up with individuals or groups, and their parents as applicable, any significant difficulties or issues with home learning;
- identify any children who may require particular support with home learning and liaise with other staff members if necessary to arrange this, recording action taken in the class log;
- give strategies and advice to parents on how to support their child with home learning e.g. through the Home School Partnership Evening, parent/teacher meetings or parent workshops.

4.2. Parents (including those with parental responsibility)

Through our Home School Agreement, we ask all parents to be active partners in their children's education at school and support opportunities for learning at home. It is expected that they will take responsibility to:

- develop a routine in which their children are able to complete the home learning tasks set;
- provide their children with a suitable working space and environment at home that allows them to do their best;
- ensure that home learning is completed on time or inform the relevant teacher if an extension is required;
- provide such help and support as will give children confidence but also develop independence (see below)
- communicate with the class teacher any questions or concerns they may have about home learning.

In providing help and support to their children, we ask that parents do not give undue assistance with the completion of tasks, as teachers need to know what children can do themselves. We recommend that an adult discusses the task beforehand to ensure children feel confident, and then helps as they feel necessary. Encouragement of a positive approach to learning is vital and parents should inform the teacher if their child has found a task particularly challenging, as it is not productive for a child to struggle with home learning without necessary support.

If parents have any problems or questions about home learning they should, in the first instance, contact the child's class teacher. If concerns remain unresolved, they should contact the phase leader. Following this they should contact the deputy head teacher if necessary. Finally, they should make an appointment to speak to the head teacher if matters remain unresolved.

4.3 Children

We expect children to:

- complete the home learning requested to a standard comparable with their work in school;
- where applicable, return their home learning on time when they are old enough to be responsible for it;
- speak to their teacher if they have any questions or concerns over the home learning, ideally before the due date of completion so that they can act upon the advice or support given.

5. Policy Review

This policy will be reviewed every two years by the school leadership team.