



## STOCKLAND C OF E PRIMARY ACADEMY HOME LEARNING POLICY

Ref No	
Policy Written	2015
Policy Agreed	Nov 2019
Panel Responsible	Teaching & Learning Committee
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### **1. Introduction**

1.1 Home learning is anything that children do outside the normal Academy day, which contributes to their learning in response to guidance from the Academy. Home learning encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with home learning.

### **2. Rationale for home learning**

2.1 Why 'home learning'? It is important that children see what they are doing at home as a reinforcement and support to the learning they are doing in the classroom. The term 'work' subconsciously implies that the tasks set are an end unto themselves and some kind of chore. This can have a negative impact on children's love of learning.

2.2 Home learning is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to home learning in the 1997 White Paper, 'Excellence in Schools', where home learning was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see home learning as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our Academy is for children to develop as independent learners. We believe that home learning is one of the main ways in which children can acquire the skill of independent learning.

2.3 Home learning plays a positive role in raising a child's level of attainment. 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 wide range of out-of-Academy clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at the Academy, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of the Academy.

### **3. Aims and objectives**

3.1 Aims and objectives of home learning are:

- to enable pupils to make optimum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and Academy 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 the Academy;
- to consolidate and reinforce learning done in the Academy and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future. to prepare children for the transfer to secondary education.

### **4. Home learning Procedures**

4.1 Children will be given tasks and activities to carry out at home, mainly in literacy, numeracy and sometimes in other subjects.

4.2 Home learning will be related to the age of the child and will reinforce work currently going on in class. Time will be set aside in class to review the work.

4.3 The children will normally be given a week before they have to hand in their work.

4.4 Home learning will not be used for children to complete work they should have completed in class.

4.5 Children who do not complete homework without good reason will be supported to complete it in school.

### **5. Amount of home learning**

5.1 We increase the amount of home learning that we give the children as they move through the Academy. We expect Key Stage 1 children to spend approximately one hour a week doing home learning, although this may well include reading with a parent. We expect children in years 3 and 4 to spend approximately 15–20 minutes per night on home learning and children in years 5 and 6 to spend approximately 30 minutes per night. This is in line with the DfE guidelines that were issued in 1998.

### **6. Pupils with special educational needs**

6.1 We set home learning for all children as a normal part of Academy 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. When setting home learning to pupils who are named on the register of special needs, we refer to the Individual Education Plans (IEPs).

### **7. The role of parents**

7.1 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.

7.2 If parents have any problems or questions about home learning, they should, in the first instance, 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 Academy home learning policy or the way it is implemented, parents should contact the governing body.

## **8. Monitoring and review**

8.1 It is the responsibility of our governing body to agree and then monitor the Academy home learning policy. Parents views will be regularly sought through surveys and forums. Our governing body may, at any time, request from our headteacher a report on the way home learning is organised in our Academy.

## **9. The Role of Teachers**

Teachers undertake to review and mark home learning promptly and return the work to pupils.