

Grimsdyke School

Home Learning Policy



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Date: November 2020

Last reviewed on: January 2022

Next review due by: January 2023

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1. Aims

This home learning policy aims to:

- Give a rationale around the benefits of home learning
- Set parental expectations about suitable volume of weekly home learning in each year group

2. Benefits of home learning

Home learning is an important link between parents, teachers and children. Parental/ Carer involvement and support is vital and encouraged as it provides them with an opportunity to take an active part in the child's education and develop a successful home-school partnership.

Home learning allows a child to practise and consolidate the skills and knowledge that they are learning in school. This helps re-inforce and embed the learning.

Home learning gives children the chance to work independently, practise keeping to deadlines, self-regulate their schedule and manage their time effectively.

3. Rationale

At Grimsdyke School home learning is seen as an extension to, and a consolidation of work being done in the classroom.

Home learning refers to activities worked on outside of lesson time. They reinforce and extend essential learning as well as develop independent learning skills and an attitude necessary for life-long learning.

Home learning activities are set by staff working within the year group and overseen by the class teacher. If there is a need for clarification or any difficulty which arises, parents/carers should check with the class teacher in the first instance.

Home learning and the time allocated for these activities will usually increase as children progress through the school.

Home learning will not be set before half term, Easter, Christmas or summer breaks. However, optional tasks are made available through the 'Helpful websites and suggested activities to support learning at home' document which is available in each year group's tab on the school website.

The focus for home learning will be on the important skills of English and mathematics. Pupils may be given further tasks e.g. investigations, projects and preparation of information in various subject areas. This will ensure progression towards independence and individual responsibility preparing children for the next stage of their education or for secondary transfer.

The school is aware that some parents may find it challenging to support home learning and will make provision to support students in this situation in school e.g. by hearing students read more frequently; providing further support or guidance on completing tasks; providing work which has been differentiated further or by providing a home learning club for children to attend during the school week.

- Regular reading is vital.
- All children are encouraged to take a reading book home each day to read at home. They are encouraged to share, look at, discuss and read to a parent to practice reading skills.
- English home learning may include spellings and vocabulary games, sentence work, reading, comprehension exercises and a variety of writing activities e.g. planning ideas, stories, letters, poems etc. English home learning set may also have cross curricular links to other topics studied in foundation subjects.
- Mathematics home learning will include counting, calculations, problem solving, learning tables and number bonds or practical investigations and games.
- One activity will be set every week in each of these subjects from Years 1-6.

4. Expectations

It is expected:

- That class teachers will fully explain the home learning activity when it is set and where possible provide clear instructions as a guide for parents/carers supporting the child.
- Class teachers will ensure that children have access to a Google Classroom account and provide parents with their login details.
- Class teachers will set a due date for each piece of home learning and ensure there is a reasonable time period given to complete tasks set.

- The activity set is appropriate to and achievable for each child within the allocated time.
- That class teachers will fully explain how to access and log in to any school website subscription and where possible provide clear instructions as a guide for parents/carers supporting the child. They must ensure children have been taught how to access the website and are confident in doing so, prior to setting home learning.
- Class teachers have high expectation of all pupils completing their home learning activity in the specified time.
- Home learning must be submitted on Google Classroom for marking, unless otherwise stated by the class teacher.
- Home learning will be marked according to the school's 'Responding to learning - Feedback and Marking Policy' (this includes the different types of marking a child can receive as feedback on their learning).
- Each student will receive feedback from either the class teacher or a member of support staff. At least 3 pieces of work will receive a comment by the class teacher at least three times per half term. Feedback from the class teacher may be given in the form of: in depth marking with a star and wish; verbal feedback given to individuals at school or whole class feedback in the form of a feedback slide. Feedback slides will be discussed at school and made available on google classroom for children to reflect on at home.
- Children may be asked to self-mark work once answers have been uploaded onto google classroom. Teachers will use these to make assessments and provided further individual feedback as appropriate.
- Teaching assistants may provide also acknowledge home learning online through light touch marking, stars and wishes or verbal feedback given at school.
- Parents provide a reasonably peaceful and suitable place for a child to complete their home learning.
- Parents value the activity set and support the child and school in completing the work in the set time.
- Parents read with their child or oversee that any older pupils read at home each day.
- Parents should inform the school if they have issues with access to a PC/laptop or the internet so that the school can provide appropriate support and ensure accessibility.
- Home learning will be carried out with care and attention and where applicable, neatly presented.
- Children will try to complete home learning activities that are set in the allocated time. If there are problems e.g. lack of understanding the parent or child should indicate this on the activity and report the reasons to their class teacher.
- Children will keep their Google Classroom/Myon logins and passwords safe and secure.

- Children are encouraged to work for the allotted time and then told to **STOP** when the time limit is reached – parents may annotate a piece of work or email a teacher if there were difficulties or significant challenges in completing the task.

5. Weekly Schedule

Weekly Home learning Schedule			
Year Group	Minimum Weekly Home learning Set	Method	Recommended Time Allocated
Reception	Daily reading to an adult (5-10 minutes) Phonics task One other curriculum-based task	Set and marked on Google Classroom	1 hour plus reading time per week
Year 1	Daily reading to an adult (10 minutes) Maths task One other curriculum-based task	Set and marked on Google Classroom Spellings will go home with child on paper to learn and practice but will not be returned to school	1 hour 15 minutes plus reading time per week
Year 2	Daily reading to an adult (10 minutes) Maths task English task/occasional topic task Spellings	Set and marked on Google Classroom Spellings will go home with child on paper to learn and practice but will not be returned to school	1 hour 30 minutes plus reading time per week
Year 3	Daily reading to an adult (10-15 minutes) Maths task English task Occasional topic task Spellings Times Tables	Set and marked on Google Classroom Spellings will go home with child on paper to learn and practice but will not be returned to school Times tables practice	1 hour 45 minutes plus reading time per week
Year 4	Daily reading with an adult (10-15minutes) Maths task	Set and marked on Google Classroom Spellings will go home with child on paper to	1 hour 45 minutes plus reading time per week

	English task Occasional topic task Spellings Times Tables	learn and practice but will not be returned to school Times tables practice online at: https://trockstars.com/	
Year 5	Daily reading with an adult (10-15minutes) Maths task English task Occasional Topic task Spellings Times Tables/Arithmetic	Set and marked on Google Classroom Spellings will go home with child on paper to learn and practice but will not be returned to school Times tables practice online at: https://trockstars.com/	2 hours per week (20-30 minutes per day) plus reading time
Year 6	Daily reading with an adult (10-15minutes) Maths task English task (which may include a spelling, reading, writing or grammar task) Occasional Topic task Arithmetic/Grammar practice (at teacher discretion)	Set and marked on Google Classroom Spellings will go home with child on paper to learn and practice but will not be returned to school Times tables practice online at: https://trockstars.com/	2 hours per week (20-30 minutes per day) plus reading time

6. School subscribed resources

School bought subscriptions which may be used to set home learning activities (age appropriately)	Whole School - https://www.myon.co.uk/login/ KS1 - https://numbots.com/ https://www.mymaths.co.uk/ KS2 - https://trockstars.com/ KS2 - www.spag.com
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7. Monitoring arrangements

This policy will be reviewed annually or as and when it is required to ensure it is reflective of changing external circumstances by the Quality of Education Committee of the Governing Body. At every review, it will then be submitted for approval at the next full governing body meeting.

8. Links with other policies and documents:

This policy is linked to our:

- Teaching and Learning policy
- Responding to learning - Feedback and Marking Policy
- Special educational needs policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Staff Handbook