

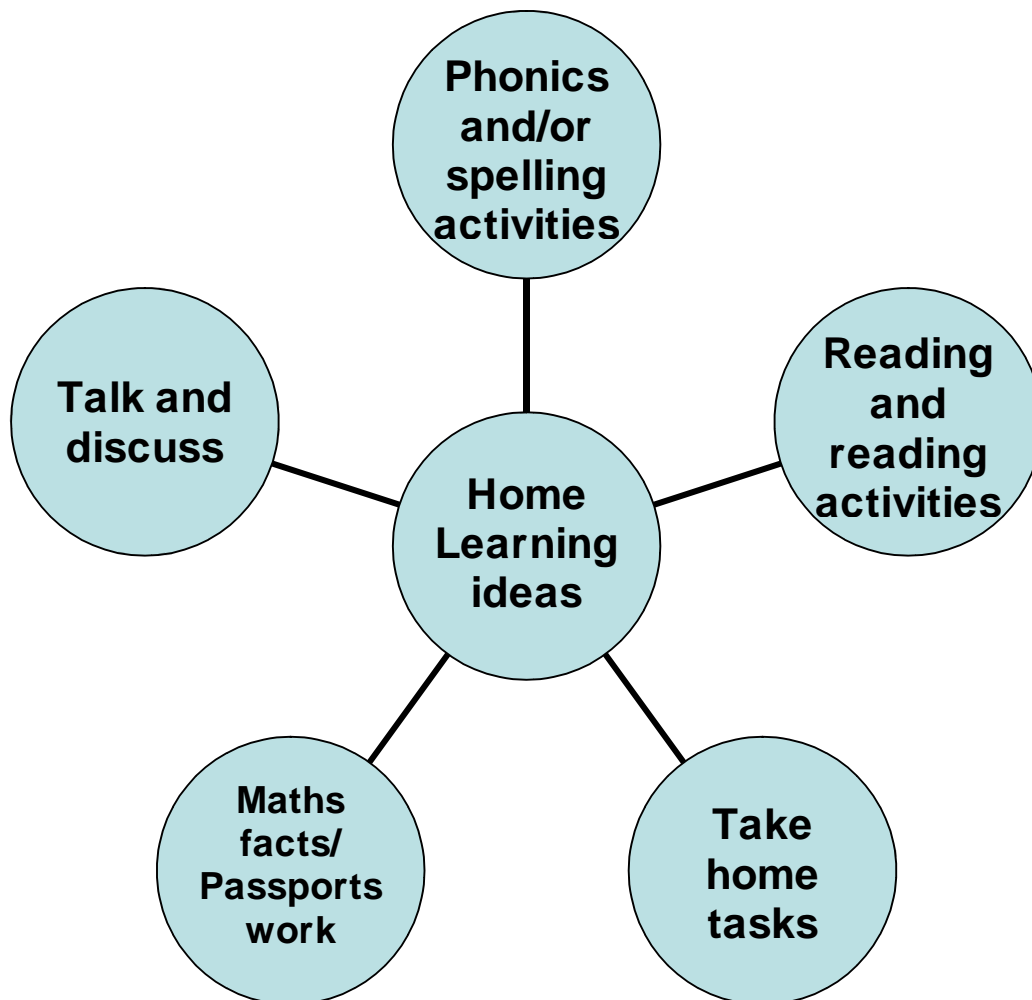


Home Learning Policy (March 2016)

1. Introduction

At Pinfold Street, we believe that any home learning activity needs to be meaningful and relevant to both children and staff. It is not our policy to routinely give out photocopied 'homework', but rather to be more creative and set interesting tasks and activities to be completed at home.

2. Agreed types of home learning:





Examples of Home Learning activities

Reading:

Children should be encouraged to read a range of texts e.g. their school reading book, comics, magazines, TV guides, leaflets, etc. They can read to an adult, with others or to themselves. Reading includes reading and looking at the signs in shops or on the journey to school as well as sharing books.

Reading every day for at least 10-15 minutes improves understanding and fluency.

Spellings:

We aim to make the learning of spellings meaningful. To ensure deep learning and application in written work, spelling should be taught in class, with over-learning activities provided in class and at home. Lists of words to be learnt each term are shared with parents and children through termly word-walls, which are also posted on the school's website.

Phonics:

Parents of younger children are encouraged to help them learn and practise the sounds letters make. Staff may provide school resources to do this, or subsidised parent packs of Read Write Inc. resources are available to buy.

Talk and discuss:

Home learning may be around a topic of conversation or research where children are asked to find out information through talking to others (e.g. a history interview). We strongly recommend that parents take every opportunity to extend their children's language through conversation and activities such as maths games, cooking or gardening.

Maths:

Activities linked to the learning of number facts or other mathematical learning in line with the children's Numeracy Passports will be provided. Games, puzzles and speed activities are relevant to some maths learning.

Take home tasks:

These tasks can relate to any area of the curriculum and may be a design and make project based on the Irresistible Learning topic, Science work or any other suitable aspect at the discretion of the teacher.

NB: All children from Y1-Y6 will have Home Learning Logs

These aspects of Home Learning are set at the discretion of the class teachers and apply across the school.

We discourage photocopied worksheets for the sake of sending something home. All set tasks should be meaningful, interesting and support learning in class.

- sharing books with parents and talking about the characters in a story.
- talking to their parents about the things they see around them on the way to school, on the bus, on a car journey or just going for a walk.
- going to the shops with their parents and reading the labels, prices and handling small amounts of cash.
- talking about differences between special offers, and percentages, weights and measures.
- watching factual television programmes and talking about these programmes with their parents/carers or listening to people talking on the radio.
- Learning sounds and spellings
- Learning their multiplication tables
- Completing some written tasks or number work.
- Carrying out some of their own investigations, for example finding out which countries food comes from through reading the labels.
- Preparing work for a topic and make notes
- Sketching a particular kind of object or view.
- "Design and make" assignments.

2. Roles and responsibilities:

Teachers support this policy by:

- i. providing interesting, varied and relevant homework activities
- ii. working in partnership with parents for the benefit of their children, informing them of the activities provided
- iii. ensuring the amount of work set is manageable for pupils and parents/carers on a day-to-day basis;
- iv. responding to parental concerns;
- v. motivating pupils through the school's own reward system.

Pupils support the policy by:

- i. being organised – bringing necessary kit, taking home learning home promptly, completing it to an expected standard, and returning it on time;
- ii. taking some responsibility for their own learning by doing some of their own research.

Parents and carers support this policy by:

- i. providing a suitable place for children to do their homework;
- ii. encouraging and supporting their children in their learning and praising them when they complete tasks;
- iii. making it clear that they value home learning and encouraging its completion;
- iv. exploring their local area with their children and widening their language through discussion;
- v. becoming actively involved in joint activities with their children;
- vi. communicating with their child's teacher;

The School's Leadership and Management support this policy by:

- i. monitoring the use of home learning;
- ii. discussing with other staff how the policy is working in practice and if refinements to the policy are necessary;
- iii. investigating how manageable the homework arrangements are for class teachers;
- iv. assisting teachers to identify appropriate homework tasks for pupils of different abilities including those with SEN.

This Policy has been written and agreed in consultation with teaching staff, February 2016.

Date of review: March 2016

Date of next review: March 2018