

Whimple Primary School

Home Learning Policy

Introduction:

Home learning is anything that children do outside the normal school day that contributes to their learning. It encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

Home learning is a very important part of education and adds much to a child's development. We also see it as an important way to establish a partnership between teachers and parents.

Home learning plays a positive role in raising a child's level of attainment. Play and free time also have an important role in a child's growth and development.

While 'homework' is important, it should not prevent children from taking part in the wide range of out-of-school clubs or organisations that play an important part in the lives of many children. Children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims and Objectives:

- To enable pupils to make maximum progress in their academic and social development
- To help children develop skills as independent learners
- To promote partnership between home and school to the benefit of each child's learning
- To provide educational experiences not possible in school
- To consolidate and reinforce learning undertaken in school, allowing children to practise skills previously taught in lessons
- To develop an understanding of the benefits of being prepared for learning

Key Stage One

At key stage one we encourage the children to read by giving them books to take home to read with their parents. Unless a child is experiencing a specific difficulty, we do not hear children read individually but as part of a guided group. Preparing for guided reading is an important part of home learning. Other activities could include spellings, number bonds and times tables. Sometimes we ask children to find and collect things that we then use in science lessons, and

occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. Though some of the activities set may be to encourage mainly independent work other pieces are designed to be shared with parents.

Key Stage Two

Teachers will always acknowledge work that children have done at home. Some, but not all work will be marked. We expect children to read regularly at home. Other activities could include spellings, number bonds and tables. Sometimes we ask children to do some research in preparation for work they are doing in school, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. Though some of the activities set may be to encourage mainly independent work other pieces are designed to be shared with parents.

If children are asked to make notes that are for their use then as long as they can work from them, presentation is not an issue, however if children are asked to prepare something for handing in to the teacher then we expect work to be presented to the same standard that we would expect in school! Children need a quiet place to work at home and it is helpful if they have a dictionary and a thesaurus.

As children get older 'homework tasks' can become a bit of a battle ground. Our aim is to get children to understand the benefits of being prepared for their learning at school, through the activities they do at home. By the time children are in years five and six we expect them to be responsible for remembering and completing activities that we ask them to do at home and to come to school prepared if they have been given some reading, research or preparation to do before a lesson.

Online Learning

Our new online Virtual Learning Environment (VLE) gives children access to the school's online learning support. Once children have logged on then they have access to the school's calendar and notice board, their class notice board, as well as quick links to sites such as Education City, Woodlands and BBC education. They can also find links to topics that their class is studying and contribute their ideas to a class or whole school 'blog'. Programmes such as Education City track children's areas of strength and weakness and provide activities to support these. We advise parents that little and often is best. The VLE will be constantly developing. We are about to launch an area under 'classes' called 'Virtual library'. Children who do not have computer access at home will be able

to use the VLE in school and we aim to provide some sessions at the end of the school day. We welcome feedback on our Virtual Learning Environment and encourage parents to contribute ideas for how it could be developed.

Pupils with SEN:

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 homework to pupils who are named on the register of special needs, we refer to the Individual Education Plans (IEPs).

Role of Parents:

Parents have a key role in their child's education and home learning is an important part of this process. We ask parents to encourage their child to engage in home learning activities and invite them to help their child by providing a positive environment in which to work, and to discuss the work that the child is doing on a regular basis.

Supporting parents with Home Learning:

The school will support parents by invitation to information evenings, providing guidance on supporting their child through home learning and sending home curriculum newsletters so that parents know what their children are learning at school.

This policy has been developed by teachers, support staff, children, parents and governors of Whimple School.

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