



Home Learning Policy

Balfour Primary School

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Home Learning Policy

Background & Introduction

At Balfour Primary we are aware of, and acknowledge, that there are many different views on the value and purpose of home learning.

Definition.

At Balfour we view home learning as being a supported or independent task undertaken outside of curriculum time, which reinforces, extends and/or enriches current learning.

Philosophy

Home learning can make an important contribution to children's progress and attainment at school and is therefore a valuable and essential part of a child's education. We believe that home learning is at its most effective when communication and expectations are clear to everyone. Constructive feedback and valuing children's efforts are at the heart of making home learning a valuable experience. We appreciate that parents play a key role in supporting this.

Aims and purpose of policy

Through this policy we aim:

- To provide a clear definition of the purpose and nature of home learning at Balfour.
- To ensure consistency of approach throughout the school.
- To provide clear guidelines for progression across the school.
- To outline the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that home learning makes an important contribution to the quality of learning in the school.
- To provide opportunities to practice, consolidate, reinforce and extend skills and understanding of learning covered in school.
- To create an effective partnership between home and school by-
 1. Encouraging parents and carers to gain a clearer insight into what is being taught in school.
 2. Encouraging parents to become involved in the progress of children's work through clear communication.
 3. Providing opportunities for parents and children to work together and enjoy learning experiences.
- To enable children to further develop their organisational skills and assist them in developing the ability to work independently and to be "secondary ready"; prepared for secondary school.
- To enable children to establish good work patterns by taking some responsibility for their own learning and becoming independent learners.



ROLES AND RESPONSIBILITIES

Teacher's role:

Planning/Setting up

- To provide opportunities for pupils to consolidate or enrich their learning through a range of stimulating and creative activities for home learning, drawing on a range of different approaches throughout the year.
- To plan home learning that is relevant to the pupil's current work (or occasionally, forthcoming work) and ability.
- To ensure that, where possible, home learning is differentiated to cater for the different needs of the pupils in the class.
- Home learning will be set in line with the year group home learning allocated half-termly and handed out consistently on the same day, wherever possible. Exceptions to this are when there are changes to the normal routine of the week e.g. an educational visit etc.
- To explain home learning clearly to the class and take time if necessary, to reinforce home learning instructions and be available for further help with home learning if a child expresses difficulty.

Responding/Marking

- Teachers may allow time within a lesson for the discussion of completed home learning.
- Where appropriate there will be some oral feedback to the class/individual as necessary.
- When paper home learning has been sent home, teachers will mark it or it will be marked as a class and return it by the following Friday.
- Weekly home learning will be set up on Fridays and it is expected to be completed by the following Wednesday unless otherwise specified.
- Termly project tasks will be marked and returned within 2-3 weeks.
- Parents will be invited in to view home learning projects at various celebration events during the year.
- Teachers may offer praise for the completion of home learning on time and may offer other rewards e.g. house points.

Monitoring

- Teachers will monitor the completion of home learning, identifying pupils who have not completed their home learning and responding to this by discussing with the pupil reasons for this and alerting the parents if this is a regular occurrence.
- Alternative arrangements for the date home learning is due can be made, if a pupil or parent raises any reasonable concerns as to why the home learning cannot be completed by the deadline set. This must be negotiated in advance wherever possible.

Pupils role:

- To listen carefully to the instructions given for home learning and ask any relevant questions at the time it is set or at another appropriate time to ensure clarity.
- To find a suitable time and place in which to complete home learning with a good level of concentration.
- To ensure they start their home learning in good time, allowing themselves time to discuss any concerns or difficulties with the teacher before the home learning is due in.



- In KS2 home learning will be recorded in the home learning book.
- To take responsibility for home learning in ensuring it is completed to the best of their ability.
- To alert parents and teachers of any difficulties with home learning or any situation that may require an extension of the deadline in advance of this date.

Parents/carers role:

- To be aware of the home learning set for their child by checking the home learning book (KS2) each week.
- To help to provide a time and place for home learning to be completed that is conducive to good levels of concentration.
- To provide support and assistance to their child with home learning where possible and appropriate, but ensure that the finished work is a true reflection of their child's own knowledge and understanding.
- To discuss with the teacher any concerns regarding home learning or any situation that may require an extension of the deadline in advance of this date.
- To provide encouragement and praise for home learning completed.

ALLOCATION OF HOME LEARNING

The time spent and brief details of home learning set within each year group are outlined in Appendix 1. It is our aim that the time allocation and nature of the tasks is progressive throughout the school. There should be evidence of continuity of home learning opportunities between classes in the same year group. Progression and continuity will be achieved by:

- discussing home learning set at weekly planning meetings
- monitoring and review of planning and children's home learning by year groups and SLT.

GUIDELINES FOR SEN AND MORE ABLE PUPILS

Wherever possible and or appropriate the weekly home learning will include some differentiation. This may be through a variety of means e.g. by the activity, by outcome or resources etc.

SUPPORT FOR PUPILS

In order to support children with their project home learning, each year group will be provided with a support sheet re useful websites, books etc.

There are also a number of libraries in Brighton offering homework support during term time known as 'The H Club' through this link <http://www.childfriendlybrighton.co.uk/homework-club-flyer-back>

These are available for children aged 9-16 and offer help with internet access, printing and photocopying for free. Libraries offering these clubs include Patcham, Coldean, Hangleton, Rottingdean, Whitehawk, Moulsecoomb and Portslade. Further details can be obtained by contacting the individual library direct or via the website www.citylibraries.info



Appendix 1 – Home learning expectations by year / curriculum area

YEAR GROUP	Reading	English & Maths	Project
Foundation Stage After Christmas only	Guided Reading	N/A	N/A
Suggested time spent	10 minutes x 5 per week	N/A	N/A
Year 1	Reading Leveled reading books are changed once per week. *Choosey is encouraged to be changed on a Monday, Wednesday or Friday. Library books are changed weekly.	N/A	From time to time children may be asked to research work on a topic and bring information or artifacts into school to support their learning
Suggested time spent	15 minutes x 5 per week	N/A	N/A
Year 2	Reading Leveled reading books are changed once per week.	N/A	From time to time children may be asked to research work on a topic and bring information or artifacts into school to support their learning
Suggested time spent	15 minutes x 5 per week	N/A	N/A
YEAR 3	Reading Library books changed weekly.	English or maths alternate	From time to time children may be asked to research work on a topic and bring information or artifacts into school to support their learning
Suggested time spent	20 minutes x 3 per week	20 minutes	N/A
YEAR 4	Reading Library books changed weekly	English or maths alternate	From time to time children may be asked to research work on a topic and bring information or artifacts into school to support their learning
Suggested time spent	20 minutes x 3 per week	20 minutes	N/A
YEAR 5	Reading Library books changed weekly.	English or maths alternate	Topic research or project, e.g.: build a Viking shield. The frequency will vary depending on the topic.
Suggested time spent	25 minutes x 3 per week	20-30 minutes	N/A
YEAR 6	Reading Library books changed weekly and kept in school.	English and maths	Topic research or project, eg: create a Space project/Mayans The frequency will vary depending on the topic.
Suggested time spent	30 minutes x 3 per week	Up to 60 minutes in total	N/A