

Ashford CE Primary School



Home Learning Policy

Approved by FGB:

Signed: _____ P Wells _____

Revised Policy: June 2023

Chair of Governors

Approved: 22.6.2023

1.9.2023 – checked and current for 2023-2024

Next full review: Summer 2025

Home Learning Policy

Our School Vision

We are a caring Christian community where everyone adopts an “I can” attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God’s help, to become the best that we can be. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

I can do all things through Christ who gives me strength.

Philippians 4v13

Ashford Church of England Primary School has a distinctive Christian ethos which is at the heart of our School and provides an inclusive, caring and supportive environment where children can learn and flourish in a setting shaped by Christian values. We welcome applications from all members of the community and ask all parents to respect the Christian ethos of our School and its importance to our community.

This policy has been reviewed following the analysis of home learning surveys completed by parents and teachers during Spring term 2023. Pupil voice activities were also completed and form part of this review.

Purpose

The purpose of this policy is to:

- provide opportunities for parents, children and school to work in partnership;
- ensure parents have a clear understanding about home learning expectations regarding their responsibilities, and those of their child and the school;
- ensure teachers have a clear, shared understanding about procedures related to home learning to enable a consistency of approach throughout the school.

Principles, Procedures and Practice

Arrangements for setting and responding to home learning

- Home learning is planned and prepared alongside all other programmes of learning and to reinforce and extend learning.
- Home learning will generally not be set over holidays, though tasks may be sent home to practise key skills or promote home reading. Competitions will sometimes also be set over holidays, which are optional for pupils.
- Home learning will be set by class teachers every Thursday. The children will have tasks to

complete which will vary depending on the year group to which they belong. The children are expected to complete all tasks by the following Tuesday unless otherwise instructed.

- Children's efforts with home learning will be acknowledged and responded to in a way appropriate for the particular task.
- Home learning should be completed to an acceptable standard and teachers should always convey high expectations for tasks.
- Teachers need to keep a log of home learning tasks that are completed.
- If children are regularly not completing their home learning (i.e. three times or more over a half term period), parents will be contacted to discuss support that can be put in place. A lunchtime home learning club will be available to children in KS2 who are not able to complete activities at home.
- Teachers will not be able to co-ordinate work set with that done by private tutors outside school; however, some communication between school and a tutor may be possible on a "one-off" basis.
- There will be one week in the middle of every term in which children are not set home learning to allow time and space for other family activities, in our "Well-being Weeks".

Types of Home Learning

Reception Home Learning

Once children have settled into school and have started their phonics learning, reading books will be sent home.

Frequent online learning will be set using Numbots.

Year 1 to 6 Home Learning

Reading books will be sent home in all year groups.

- Online weekly maths learning will be set using Numbots in Key Stage 1 and Times Tables Rockstars in Key Stage 2. Spelling Shed activities will be set from Year 1 to 6.
- Two project based tasks will be set per half term, one at the beginning of the half term and one towards the end.
 - Pre Learning Task – such as a research question / project linked to new theme.
 - Summary of Learning Task – Project based approach where children summarise learning in a particular subject / theme over the half term.
 - Children will have longer to complete these project based tasks so that they can explore different ways to record their work, such as using ICT or more creative resources.
- Children will be expected to read at least five times a week at home. In EY/KS1, this can be recorded by parents in the reading diary; in Years 3 and 4, as well as parents, children themselves can record evidence of this reading in their reading diary; in Years 5 and 6, children use their diaries to record their reading.

- Generally it is not our policy to send class work home to finish off, but this may happen in agreement with parents.
- There are a range of exciting and educational web links that children can explore in the children's section of the school website. For further ways to help support your child with their home learning, please refer to the school website for links, tips and advice. www.ashford-primary.surrey.sch.uk

A guide outlining expectations of time spent on home learning for each year group is outlined below:

Overview of Weekly Expectations	
Reception	10 mins daily reading Learning high frequency words/phonics Basic number activities using Numbots
Year 1 and 2	15 mins daily reading 15 mins per week on Spelling Shed activity. 15 mins per week on Numbots activity. Practice of learning high frequency words/phonics 2 x half termly project based activities related the wider curriculum, including RE
Years 3 and 4	20 mins daily reading 20 mins per week on Spelling Shed activity. 20 mins per week on Times Tables Rockstar activity. 2 x half termly project based activities related the wider curriculum, including RE
Years 5 and 6	20 mins daily reading 30 mins per week on Spelling Shed activity. 30 mins per week on Times Tables Rockstar activity. 2 x half termly project based activities related the wider curriculum, including RE Additional SATS practice activities

Roles and Responsibilities

Teachers' Role

- Teachers need to explain home learning tasks sufficiently so that the children have a good understanding of what each task entails.
- Teachers will monitor home learning and will contact parents in cases where it is not completed regularly.
- Teachers should set home learning in line with the children's ability and the guidelines set down in this policy.
- Teachers should respond to any concerns expressed by parents about home learning tasks.

Childrens' Role

- Children should ensure they listen well in class to instructions for home learning and make sure they are clear about the task before they take it home.
- Children need to make a good effort on their home learning and complete it to a high standard with good presentation.

Parents' role

- Parents should support the school by ensuring that children get the opportunity to complete their home learning regularly in appropriate conditions within the allotted time given.
- If the task cannot be completed in the allotted time, parents should record this on the home learning task or in the home learning book.
- If parents have any queries about any aspects of home learning tasks, contact should be made with the class teacher through conversation or a note to the teacher.

Links with Other Policies

This policy should be read in conjunction with our Teaching and Learning Policy, Special Educational Needs Policy, Marking and Feedback Policy and Pride and Presentation Guidelines, and our *Supporting your Child with Reading* leaflet for parents.

Monitoring of Effectiveness

To ensure the successful implementation of this policy, SLT will monitor samples of home learning tasks, children's attitudes to home learning, and the standard of home learning across the school. We will also survey views of parents informally to ensure that the home learning set is appropriate, interesting and providing enough challenge. Further monitoring will be carried out of any classes or year groups where concerns are expressed.