

Farmilo Primary School & Nursery



HOME LEARNING POLICY

Reviewed July 2023

Date to be reviewed July 2025

Signed Chair of Governors: _____

Date: _____

Aims

- To impact on raising attainment across the school
- To promote a love for learning
- To promote effective home – school links
- To increase parents/ carers understanding of the curriculum
- To encourage pupil perseverance and initiative through independent learning and developing a love of learning
- To support in the development of creativity and learning skills
- To develop home study skills and ease the transition between primary and secondary school
- To complement and reinforce the requirements of the National Curriculum, particularly in Literacy and Maths
- To prepare for expectations and Secondary School transition

Practice

- Time spent on home learning should be increased as children move through the school.
- Pupils should be engaged in regular home learning activities so that they become accustomed to it from an early age and it becomes part of their daily routines.
- Parents should feel supported by school so that they can then offer appropriate support to their children
- Activities should be a reinforcement of skills and objectives taught during class learning times or further development of an idea or application of understanding.
- Feedback from the teacher should always be provided for home learning activities
- Consequences for non-completion are introduced as children's independence to complete home learning increases.

Whole School Practice

Foundation Stage	Approx. 30mins per week	Reading books daily and numbers and phonics Topic based learning- 1 per topic
Year 1	Approx. 1 hour 30 mins per week	Reading books daily 5 pieces of homelearning from 'Bingo' - 1 piece should be phonics learning weekly (other activities include Forest schools, art, maths, handwriting, topic) Specific phonics learning from Phonics Tracker Spellings weekly
Year 2	Approx. 1 hour 30 mins per week	Reading books daily 5 pieces of homelearning from 'Bingo' - 1 piece should be phonics learning weekly (other activities include Forest schools, art, maths, handwriting, topic) Specific phonics learning from Phonics Tracker Spellings weekly
Lower Key Stage 2	Approx. 1 hour 30mins – 2 hours per week	Reading books daily, 1 piece of English/ Maths per week, weekly spellings, weekly times tables, topic based Creative Homelearning 2 or 3 per topic
Year 5	Approx. 2 hours 30mins per week	Reading daily, weekly spellings and times tables, maths extension learning, topic based English, 3 pieces of topic based Creative Homelearning each half term
Year 6	Approx. 2 hours 30 mins to 3 hours per week	As Year 5 with changes after Christmas in preparation for KS2 assessments.

All children are expected to read independently or with support every day at home. This is monitored by class teachers and tracked by school through use of Class Dojo for rewarding reading.

Topic based home learning tasks should come from the suggested activities on the topic sheet/ Bingo sent home at the beginning of each topic. There may be additional information or ideas on the class page on the website.

Role of the Teacher

- To set up regular Home Learning in an easily-followed routine
- To provide opportunities for parents to discuss their child's Home Learning at regular parents' interviews and to keep parents informed of their child's progress through home Learning
- To provide a meeting for parents at the beginning of each year where written methods and learning strategies will be discussed and shared. Attendance at meetings should be tracked and individual parents should be targeted for support and engagement
- To send out Planners/ newsletters/ Cornerstones leaflet with clear instructions for the activity
- To use learning platforms introduced for remote learning to support homelearning
- To make sure that Home Learning meets the needs of individual children, taking SEN and Gifted & Talented children into account.
- To reward and encourage children who regularly complete Home Learning tasks
- To provide feedback for homelearning tasks
- To encourage parental support and independent learning
- To ensure regular communication with parents about home learning to be done through the use of home learning boards on classroom windows or through Class Dojo/ Tapestry
- To monitor the completion of home learning and sanction non-completion where appropriate
- To provide appropriate resources, time and space for those children who find it difficult to complete work at home
- To use the class page section of the school website to extend and support home learning.

Rewards

- Creative Homelearning will be rewarded with Creative Homelearning Dojos by the class teacher. 1 piece = 1 Dojo, 2 pieces = 2 Dojos, 3+ = 3 Dojos. In some instances of 'going above and beyond' (such as baking a cake or 1 single, large model) class teachers may give extra at their own discretion.
- Reading at Home: 3 reads = 1 Reading Dojo. 4 reads = 2 Reading Dojos. 5+ reads = 3 Reading Dojos. (Extra rewards for reading through winning the challenges set)
- Class teachers may also select to award additional Learning Reward Dojos for children who produce a piece of weekly home learning which has gone 'above and beyond' what is expected. This is at the teachers' professional discretion.

Non-completion Sanctions & Support

- Teachers will monitor the completion of tasks
- If a child does not complete the required pieces of home learning in a row the teacher will contact the parents/carers to ensure that they are aware of the home learning that is being set

- **In Key Stage 2**, children who do not complete home learning and return it on the date set will have 1 day's 'chance' to get it in. Homelearning still not completed and returned will result in missing playtime to complete it.
- **In the final term of Year 6**, children who do not complete and return Homelearning will receive a lunchtime detention as part of the Behaviour Policy and preparation for expectations of Secondary school.

Role of Parents/ Carers

- To provide time and space for children to complete Home Learning
- To value the child's work and support the school in explaining how it may help their child
- To praise and encourage their child on completion of Home Learning
- To comment in the Planner when necessary
- To read and implement the school's agreement as set out in the Planner
- To seek support from the school if needed

Equal Opportunities / S.E.N.

- Home Learning tasks should always be differentiated so that they meet the needs of the individual child
- Opportunities will be created for every child to succeed and experience success
- Tasks will be given that require no or few resources
- Tasks will not always be written. Some will be based on oral, practical or performance feedback to cater for the different learning styles of our children
- Home learning should also be dyslexia friendly and where possible on buff paper if necessary.