



The Federation of Bedenham and Holbrook  
Primary Schools  
Home Learning Policy



July 2017

***A good well-managed Home Learning programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Home Learning also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.'***

(DfES Home Learning Guidance Document)

### Aim

The expectation is that children will complete Home Learning.

The aim of this policy is to ensure a whole school consistent approach to Home Learning and to make Home Learning **manageable** for all concerned. **As the primary educators of their children, parents are encouraged to support and reinforce the shared expectations of school. Learning is a shared responsibility between children, parents and staff.**

In primary school the purpose of Home Learning changes as children get older.

**For younger children** developing a partnership with parents or carers, and involving them actively in children's learning, is the key purpose.

**As children get older**, Home Learning provides an opportunity for children to develop the skills of independent learning.

However, it has become evident over the last few years that an increasing number of our children do not complete Home Learning given. This results in teachers having to continuously follow up Home Learning which has, in some cases, resulted in a negative start to the school day. It also meant that, as a school, we were incorporating the Home Learning sessions into the school day anyway, to ensure understanding and learning was evident. We are also aware that it can cause stress at home. Home Learning was seen by many children and parents in a negative light. There are, however, plenty of children who enjoy doing Home Learning so this policy will ensure those that want extra Home Learning will receive it.

### Purpose of Home Learning:

- To develop an effective partnership between school, parents and other carers in pursuing the aims of the school in helping all children to achieve their potential;
- To provide an opportunity for parents to become involved in the academic development of their child;
- To consolidate and reinforce skills and understanding, particularly in literacy and numeracy;
- To exploit resources for learning, of all kinds, at home;
- To provide an enjoyable and purposeful supplement to class work;
- To extend school learning, for example, through additional reading;
- To encourage pupils as they get older to develop the confidence and self discipline needed to study independently.

### Suggested time allocations for Home Learning:

- **YR to Y2** 10 minutes per day shared with parents

- **Y3 to Y4** 15 minutes per day often shared with parents
- **Y5 to Y6** 20 minutes per day occasionally shared with parents

### **Why will children sometimes be given extra Home Learning?**

Children who take part in specialised lessons such as Sidney and Booster classes may sometimes be set extra Home Learning to reinforce the work being carried out in class.

Additionally children who work in a one to one situation will sometimes be given extra Home Learning.

**In both cases, children should complete this work alongside their normal Home Learning unless the child or the parents have been told otherwise.**

If the child is finding they have too much Home Learning then parents should speak to the child's teacher or the person running the extra sessions.

### **Shared Responsibilities:**

#### **Teachers are responsible for:**

- Establishing Home Learning procedures;
- Communicating such procedures to parents through a year group newsletter at the beginning of the year;
- Ensuring children have a home reading record and keeping a class record of this;
- Ensuring that children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them;
- Preparing and following up Home Learning tasks;
- Rewarding quality work with appropriate recognition reflecting the school merit system;
- Contacting parents about Home Learning tasks not completed (if appropriate);
- Setting appropriate Home Learning tasks **which reinforce and consolidate class learning**;
- Using Home Learning and Individual Education Plans (IEPs) in conjunction to reinforce learning;

#### **Pupils are responsible for:**

- Tackling Home Learning promptly and with a positive attitude;
- Reading at home and returning Home Reading records
- Making full use of all the opportunities they are presented with;
- Being organised and remembering to take Home Learning home and return it on time;
- Taking responsibility for their own learning and completing work within an agreed time;
- Taking pride in presentation and content, acknowledging the high personal standard expected. (Children should apply the same rules for pen/pencil use as in class work – no coloured pens, no writing in felt tip, etc.)

#### **Parents are responsible for:**

- Providing suitable, quiet surroundings where pupils can do their Home Learning, i.e., not in front of the television;
- Spend time discussing Home Learning and sharing learning and reading with their child.
- Making it clear to children that they value Home Learning, and support the school in explaining how it can help their learning;
- Encouraging children to persevere with a task and giving support if their child is struggling.
- Giving due importance to non-written tasks such as listening to children read on a regular basis
- Keeping school informed of any changes in the child's home circumstances which may affect learning.

**Marking Home Learning:**

Teachers will mark children's Home Learning in a variety of ways but always according to the school's assessment and marking policy. Generally the work will be initialled by the teacher to show they have marked it. Sometimes the work will be 'quality marked'. This is when a piece of work is marked in detail and comments about future progress are added to the work. On other occasions the work may be marked orally with the child or the class and there will not be evidence from the teacher in the child's book.

Agreed at the Policies Committee meeting on 3<sup>rd</sup> November 2014  
Ratified at the Full Governing Body Meeting on 8<sup>th</sup> December 2014  
To be reviewed July 2017

Signed by:



Chair of Governors:  
Date: Sept 2014



Head of School  
Reviewed 10<sup>th</sup> July 2017

Date: Sept 2014