



**The Swallowtail Federation of Church Schools**  
**With friendship, trust and kindness we fly!**



*(Love your neighbour as yourself, Mark 12:30-31)*

We welcome all people and encourage everyone to meet their full potential – to love each other, love to learn and learn to live in all its fullness. We love our neighbours – in our school, our federation, the local community, nationally and globally, as Jesus told us to do so.

## Home Learning Policy

This policy will be reviewed in full by the Governing Body every 4 years. This policy was last reviewed and agreed by the Governing Body in November 2019. It is due for review November 2023.

Signature      N.Butcher      Headteacher      Date: 14<sup>th</sup> November 2019

Signature      S.Watts      Chair of Governors      Date: 14<sup>th</sup> November 2019

## **Introduction**

Home learning is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Home learning encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with home learning. Our Home/School Agreement ensures that parents are clear about their role in supporting Home learning activities.

## **Rationale for Home learning**

Home learning is a very important part of a child's education, and can add much to a child's development. The government had made clear its commitment to Home learning, where Home learning was described as 'an essential part of good education'. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see Home learning as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing Home learning is one way in which children can acquire the skill of independent learning.

Home learning plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While Home learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

## **Aims and objectives**

The aims and objectives of home learning are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

## **Types and amount of home learning**

Staff regard Home learning as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning. As they move through the school, we increase the amount of Home learning that we give the children as in the guidelines above.

We set a variety of Home learning activities as follows:

EYFS	10 mins reading/ phonics work daily.
Year 1/2	<ul style="list-style-type: none"> <li>✓ 20 mins reading at least 3 times a week.</li> <li>✓ Weekly spellings.</li> <li>✓ Project or subject specific homework each half term – chosen from Maths, English, Geography/History, Art/DT.</li> </ul>
Year 3/4	<ul style="list-style-type: none"> <li>✓ 20 mins reading at least 3 times a week.</li> <li>✓ Weekly spellings.</li> <li>✓ Maths homework book or grammar homework book - 30 mins.</li> <li>✓ 1 homework project per term (Cross curricular)</li> </ul>
Year 5/6	<ul style="list-style-type: none"> <li>✓ 20 mins reading at least 3 times a week.</li> <li>✓ Weekly spellings.</li> <li>✓ Maths homework book - 30 mins</li> <li>✓ Grammar homework book- 30 mins</li> <li>✓ 1 homework project per term (Cross curricular)</li> </ul>

Home learning is marked according to the school marking policy. Home learning completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

### **Inclusion and home learning**

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting home learning to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

### **The role of parents**

Parents have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents to encourage their child to complete the home learning tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. The Home/School Agreement sets out our expectations of parental support.

If parents have any questions about Home learning, they should, in the first instance, contact the child's class teacher.

### **Use of ICT**

The use of ICT and the Internet have made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce

their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

We discourage children from bringing external ICT memory devices into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the school.

We realise that some children have no computer or internet access at home. These children may be allowed extra time and offered opportunities to use school computers.

Completion of home learning is a requirement. Children at KS2 who regularly fail to complete and return tasks will be subject to a range of sanctions and the problem discussed with parents. This is to ensure that the children are 'high school ready'.

### **Monitoring and review**

The Head of School in each school is responsible for monitoring the implementation of this policy through discussions at staff meetings. We may, for example discuss examples of work and use these to develop Home learning provision.

It is the responsibility of our governing body to agree and then monitor the school home learning policy. Our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from the Executive Head/Head of School a report on the way home learning is organised in our school.