

## Home Learning Policy

Date of policy:	May 2012
Date last review adopted by governing body:	5 <sup>th</sup> March 2020
Frequency of review:	Annual

### 1. Introduction

Learning at home is an essential part of good education. It encourages children to become confident and independent in their learning, which will help throughout their time at school and, later, in adult life.

At Writtle Infant School home learning refers to any learning activity that pupils are asked to do outside of normal lesson time. The home learning tasks can be related to work that pupils are doing in school, often as preparation, consolidation, follow-up or extension or from an activity passport of activities that children can choose from, given out once every half term. Home learning can be done by pupils working on their own or with the support of parents or carers. Information is given via the school newsletter and in a dedicated section on our website.

Please note that should parents decide to take their children out of school, for example for a holiday, it is impractical to offer work, for example the learning set for the week may be changed depending on the understanding of the children or the lessons may be practical. Children can read or use Bug club or parents can assist their children to write a diary.

### 2. Aims

Through this policy we aim to:

- Ensure a consistent approach throughout the school;
- Enhance, reinforce and extend opportunities to develop work and learning at our school;
- Make sure that parents and carers have a clear understanding of what is expected of them and their children;
- Develop independence and a sense of personal responsibility;
- Promote a culture of inclusive learning;
- Improve the home/school partnership.

### 3. Time allocations

Year	Home learning activity
Foundation Stage	Daily book sharing and reading skills – words and sounds Specific activities according to the needs of individual children Weekly Tapestry challenge
Year 1	Up to 1 hour per week (10 minutes daily reading/book sharing) Choice from activity passport Phonics

	Spellings Activities linked to the year group focus or special events
Year 2	1 hour per week + 10 minutes daily reading / book sharing Choice from activity passport Activities linked to the year group focus or special events Spellings

#### **4. The role of parents and other carers**

We encourage parents and other carers to support their children by:

- Providing a suitable quiet place in which children can do their home learning
- Providing encouragement and support to children when they require it
- Supporting completion of activities and valuing its aid to learning
- Encouraging and praising children when they have completed their home learning
- Becoming actively involved in home learning activities with their children
- To support parents and carers in helping their children at home information leaflets or sheets with useful hints and tips may be sent home. Opportunities to attend information sessions regarding reading, SATS etc. are also available and we have Family Learning Time once every half term.
- Parents can read with their children in class weekly

#### **5. The role of the school**

- Discussion in class where home learning is part of the class work
- Opportunities to share their home learning achievements with other children
- Stickers/certificates for effort and achievement
- Work may be displayed in school

#### **6. Role of Governors**

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

#### **7. Monitoring and evaluating our home learning policy**

This policy is reviewed annually and amended in line with staff, pupil and parent feedback

#### **8. Equality statement**

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.