



Home Learning Policy

1 YEAR REVIEW	3 YEAR REVIEW
	Yes
DATE OF RATIFICATION	DATE OF REVIEW
Spring 2 2017	Spring 2 2020

Hunter's Bar Infant School



Home Learning Policy

March 2017

HUNTER'S BAR INFANT SCHOOL

Home Learning Policy

Home learning refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents and carers.

The quality of tasks set and the way they are planned to support learning are of prime importance.

Home learning will consist most largely of reading and sharing books with parents and carers; and taking part together in open ended activities to support the cross – curricular topic based approach. The activities will be engaging and encourage talk amongst pupils and their families.

Statement of Aims

- To develop an effective partnership between school and parents & carers in pursuing the aims of the school
- To help to consolidate and reinforce skills and understanding, particularly in English and Mathematics, in order to help raise standards of pupil attainment
- To exploit resources for learning, of all kinds, at home
- To extend school learning, for example through additional reading and use of ICT (Learning Platforms)
- To support the broader curriculum through home tasks

Objectives

- To ensure the needs of individual children are taken into account
- To ensure a consistent approach to home learning throughout the school
- To help children learn with their parents / carers in a purposeful, accessible and enjoyable way
- To value the wide range of experiences / activities that children are involved in outside of school.
- To ensure that parents / carers have a clear understanding of their role and of our expectations for the children

Quantity and Delivery

We have adopted an informal and fun approach to supporting children's learning at home and developing the links between home and school. In EYFS, the Home Learning menu includes six very practical tasks (we recommend working on one per week). There is no special equipment or skill needed!

How, and even if, children record and present their findings is entirely up to them and they can be as imaginative as they like!! So for instance, they could write, draw, collage, model or paint their ideas -or even just come and talk to us about them!! Any learning children do from their Home Learning menu can be brought into school to share and celebrate with their peers. In Key Stage One, the menu includes 12+ learning activities, differentiated according to level of challenge (The Chilli Challenge).

The order and approach in which activities are selected from the Home Learning menu is up to parent and child. From time to time however we will send out suggestions of how a task may link particularly well to the learning happening in class.

Reading: There is an expectation that parents & carers will continue this support by regularly reading to their child, by sharing stories and by encouraging children to look at, or read books independently. Whenever it is appropriate, parents & carers are asked to support with the reading of high frequency words and / or phonics sounds, letters and blends.

Literacy & Numeracy: Following initial assessments, parents & carers are advised at Parent Consultation meetings, Curriculum Evenings or Learning Workshops of ways that they can support their child with early literacy and numeracy skills. Literacy and numeracy targets are set regularly for each pupil in Key Stage One and these can provide a basis for a range of home tasks.

Support for Parents: The class teacher and other school practitioners support parents & carers via school-based events which offer parents ideas and help with supporting learning at home. Each child has an individual school Reading Diary and these too contain information for parents and carers.

Other ways of involving parents / carers in their children's learning:

Curriculum Newsletters are sent home each half term to inform parents and carers of the current learning topic. Each newsletter contains at least three Home Tasks which are designed to extend the child's understanding of that topic. Along with this each child will receive a Home Learning learning menu consisting of 6 possible activities.

Morning Tasks / Challenges 8.40 to 8.50am

A short task is set each morning for pupils in all classes. The tasks/ challenges are designed to be accessible for children who are working independently and often reinforce or consolidate previous / recent learning. Parents & carers are also welcome to support their child if they are able to at this time.

Learning Platform

Children have access to a digital learning platform called Bug Club. This includes digital reading, maths and science resources.

Pupils with Special Educational Needs

Practitioners liaise more closely with parents & carers of children with SEN to ensure that hometasks support the targets described in individual educational plans/My Plans. Specialist resources are provided, when needed.

Resources / Information for Parents

Home / School Diary

This is used to give information about our approach to reading. Parents & carers are encouraged to keep a record of the books that their child has read and to comment on significant achievements.

Workshops

Learning workshops are offered for parents in Autumn 1 (Curriculum Evenings) and Spring 1 (Learning Together event).

Home Learning: The Role of Parents & Carers

- To encourage and be positive, providing plenty of praise
- To be patient, giving your child time to think and talk - don't expect too much too soon.
- Match the speed and amount of work to your child's ability; little and often is the best way forward. Build on what your child already knows.
- Do not get upset if your child does not finish a task.
- Use lots of open-ended questions. Useful questions may include - Tell me how..? What is happening now..? How did you work that out? What if ...?

6. Keeping Home Learning Manageable for Teachers

The range of Home Learning outlined in this policy will not often involve children in formal tasks requiring written instructions. Not all Home Learning needs to be formally marked and it is envisaged that most Home Learning for our infant age children will fall into this category. For example parents / carers will be asked to support counting as a practical activity.

Feedback will take a variety of forms:

- Discussion between teacher and parent / carer either formally at open evenings/Extended Conversations or informally at other times
- Comments in Home School Diary by parents / staff
- Discussion with children, individually / groups / whole class
- Sharing of work undertaken at home
- Marking of special tasks with feedback to children
- Recognition of children's efforts in the classroom and in assemblies

7. Valuing Children's Interests and Hobbies Outside of School

Efforts are made to celebrate the achievements of children outside of school, e.g. in swimming, dancing, football, French, music, Beavers, Brownies etc. Children talk about their interests during circle times and share their achievements during the weekly Celebration Assembly.

8. Monitoring and Evaluation of this Policy

This policy will be reviewed every three years. The staff team and Governing Body will also be involved in this review.

Reviewed Spring 2 2017

Next Review Spring 2 2020

APPENDICES

Examples of the Home Learning Menu from each year group – EYFS; Year 1; Year 2.

Home Learning Menu – Spring 2017

Literacy

Can you think of an animal for every letter of the alphabet? Have a go at writing the names of the animals.

For example James
J-jaguar, a-alligator, m-macaw,
e-elephant, s-snake.



Numeracy

Play board games such as snakes and ladders or try dominoes.



Practise fast adding up to 10 on your fingers. Can you remember all the pairs of numbers that make 10? E.g. 6+4.

Expressive art

Imagine you are a superhero. What would your special powers be? What kind of costume would you wear? Can you make your own costume out of newspaper and sellotape? Or could you draw or paint it?



Understanding the world

Talk about what you would like to be when you grow up. Can you find any books about the job you would like? You could use the internet to find out more about it, or ask someone to tell you about their job.

Family and Friends: PSED (Personal, social and emotional development)

Share photos, memories and maybe explore your family tree. How can you be a helpful hero when you are at home or out and about? Can you do one kind thing for someone else each day?

Phonics

Go to the park and make a list of all the signs of Spring you can see. Remember to use your phonics to sound it out.

Weekly tasks:

To be completed on an ongoing basis each week throughout the half term.

Share your school reading book with your parents for a short time each day. Ask a grown up to read TO YOU each night if they have time. Remember to record your reading in your Reading Diary.