
Hunter's Bar Infant School



Home Learning Policy

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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 precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning.

For pupils in the infant school, 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 fun and encourage talk amongst pupils and their families.

1. 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 Literacy 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

2. Objectives

- To ensure the needs of individual children are taken into account
- To ensure a consistent approach to homework throughout the school
- To help children learn with their parents / carers in a purposeful 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

How much and how?

We have adopted an informal and fun approach to supporting children's learning at home and developing the links between home and school. The homework menu includes six very practical and fun 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 homework menu can be brought into school to share and celebrate with their peers.

The order and approach in which activities are selected from the homework 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 homework 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 key Stage One. 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. In EYFS parents are asked to read/share a book with their child at the start of the day.

3. Pupils with Special Educational Needs

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

4. 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. Individual targets for Reading/Maths/Writing are also included.

5. Homework: The Role of Parents & Carers (this information is provided in the Home School Diary)

- Always encourage and be positive -providing plenty of praise
- Be patient, giving your child time to think and talk -do not 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 open-ended questions, not closed ones. Useful questions may include - Tell me how..? What is happening now..? How did you work that out?

6. Keeping Homework Manageable for Teachers

The range of homework outlined in this policy will not often involve children in formal tasks requiring written instructions. Not all homework needs to be formally marked and it is envisaged that most homework 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 or informally at other times
- Comments in Home School Diary by parents / staff
- Discussion with children, individually / groups / whole class
- Display of work undertaken at home
- Marking of special tasks with feedback to children
- Recognition of children's efforts in the classroom and at 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, recorders, 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.