



FRIEZLAND PRIMARY SCHOOL

Home-Learning Policy

Date written / reviewed	September 2017
Date of next review	September 2020
Headteacher	
Chair of Governors	

Friezland Primary School

Home-Learning Policy

Why is Home-Learning Important?

We believe that homework is valuable for the following reasons:

1. It encourages children as they get older, to develop confidence and self-discipline when working independently, preparing them for the requirements of secondary school and further study.
2. It allows valuable practise and consolidation of skills learned in the classroom.
3. It allows the use of materials and other sources of information that are not always available in the classroom.
4. It develops an effective partnership between the school and families, in meeting the aims of the school, as reflected by the school's Expectations and Home-School Agreement.
5. It encourages parents/carers as a vital resource for learning and increases their awareness of curriculum coverage.

The Nature of Home Learning

At Friezland we have a system of home-learning that varies between year groups, classes and topics. Home-learning is generally set weekly and may be set during the school holidays.

Activities may include:

- reading
- writing
- learning of spellings, key words and times tables
- independent research
- completion of an on-line task
- observing or recording
- making a model or presentation
- whole family discussion / interview

All home-learning activities will have a specific purpose to meet the needs and ability of the individual child. Children learn more if they talk about their learning so activities will often allow for discussion between parent/carer and child. The same standard of presentation and effort is expected from home-learning as from class learning.

What might home-learning look like for my child?

In Reception (Class 1):

- Half-termly newsletters inform parents of how they can support their child at home and home-learning routines.
- Reading Records provide a means of home-school communication related to providing effective home support for learning and pastoral care.
- Reading, phonics and number work.
- Summer term – high frequency spellings.

In Key Stage 1 (Class 2):

- Half-termly newsletters inform parents how they can support their child at home and home-learning routines.
- Each pupil has a 'Home-Learning' folder in which pieces of work are stored.
- Reading (English based). The use of a reading record is used to support this and any home-school communication.
- Weekly spellings / phonics (English based).
- A piece of Maths based learning.
- In Y2 a further piece of home-learning is introduced which may be topic based.

In Key Stage 2:

- Half-termly newsletters inform parents how they can support their child at home and home-learning routines.
- Each pupil has a 'Home-Learning' folder in which pieces of work are stored.
- Pupils use a Home-Learning Diary in which home-learning is noted and messages passed between home and school (consideration is given to the needs and circumstances of the individual).
- Weekly spellings (recorded in a yellow Spelling Book).
- A piece of Maths based learning.
- A piece of English based learning.
- Additional home-learning challenges linked to the current topics.

All class newsletters are displayed on the school website and corridor notice board.

How Can Parents/Carers Help with Home-Learning?

1. By discussing the homework details with your child.
2. By helping your child to organise his/her time to their best advantage, so that tasks are not left to the last minute or even forgotten thus encouraging them to become responsible.
3. Trying to make sure that there are suitable working conditions at home.
4. Taking a positive and active interest which may mean supporting the child throughout a task.
5. By getting in touch with the teacher as early as possible if there is a problem with the home-learning.
6. By leaving a piece of work, should a problem arise that causes upset or distress. In this case, a note should be made to the teacher in the Home-Learning Diary or Reading Record or an email sent to the school office which will be forwarded to the relevant Class Teacher.
7. By making sure the child has an understanding that the same quality is expected as for work presented in class.

Monitoring and Marking

Class teachers will mark home-learning and keep a record of home-learning completed. Those pupils who regularly miss deadlines will be supported and issues explored.

Reporting

Home-learning is reported to parents termly, through a grade given for effort on a pupil's Interim Report.