



Home-Learning Policy

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Friezland Primary School

Home-Learning Policy

Why is Home-Learning Important?

We believe that home-learning 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, further study and future employment.
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 via Google Classroom and may also 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 e.g. Mathletics, TT Rock Stars, SPAG.com
- observing or recording
- making a model or presentation
- whole family discussion / interview

At Friezland, we use '**Google Classroom**' as our learning platform for home-learning and for any remote learning (i.e. school closures/ extreme weather/ where a pupil is unable to attend due to a medical reason but is well enough to access learning). All children are issued with log-in details when they join Friezland. A series of 'help' sheets have been provided to help families log on, from home.

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):

Home-Learning is introduced in Reception at an appropriate time during the year, when the class teacher feels the child is ready.

- Half-termly newsletters inform parents of how they can support their child at home with learning routines.
- Reading Records provide a means of home-school communication related to providing effective home support for learning and pastoral care.
- Reading / phonic skills and Mathletics (online resource)
- Summer term – high frequency spellings.

In Key Stage 1 (Class 2):

Consideration is given to the needs and circumstances of the individual child.

- Half-termly newsletters inform parents how they can support their child at home with home-learning routines.
- Reading (English based). The use of a reading record is used to support this and any home-school communication.
- Weekly spellings / phonics.
- A piece of Maths based learning via Mathletics (online resource)
- Times tables
- In the summer term, Y2 complete an additional weekly piece of home-learning in preparation for KS2 (Y3).

In Key Stage 2:

Consideration is given to the needs and circumstances of the individual child.

- Half-termly newsletters inform parents how they can support their child at home with home-learning routines.
- Weekly spellings (can be accessed via Purple Mash online).
- A piece of Maths based learning (via online Mathletics or Times table Rock Stars).
- A piece of English based learning (may be online or paper based).
- Home-learning challenges, linked to the current topics.

All class newsletters are displayed on the school website and corridor notice board. They are also uploaded to Google Classroom.

How Can Parents/Carers Help with Home-Learning?

1. By discussing home-learning with your child.
2. By supporting your child to log-in to their Google Classroom at the start of each school year and by encouraging them to access it at least weekly, to identify their home-learning tasks / activities.
3. 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.
4. Trying to make sure that there are suitable working conditions at home.
5. Taking a positive and active interest which may mean supporting the child throughout a task.

6. By getting in touch with the teacher as early as possible if there is a problem with the home-learning.
7. 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.
8. By making sure the child has an understanding that the same quality is expected as for work presented in class.

Monitoring and Marking of Home-Learning

Class teachers will check home-learning and keep a record of home-learning completed (via Google Classroom / electronic logs where appropriate). Those pupils who regularly miss deadlines will be supported and the home-learning barriers explored.

Any learning that has been undertaken outside school is valued by staff. Home-learning that has been recorded will be checked (electronically with online learning) by an adult or by the pupil if applicable. If it is not handed in on time, it may not be checked until the following week. Feedback for Home-learning will be different from feedback for school-based learning. The emphasis of the feedback will be on acknowledging and celebrating its completion, with points for improvement included as required.

Monitoring and review

It is the responsibility of the headteacher and Governing Board to agree and then monitor the Home-learning policy. This is done by the Standards Committee. Feedback from pupils and their families is sought in a range of ways e.g. annual questionnaires, parent workshops, Parent-teacher meetings.

This policy will be reviewed every three years or sooner if practice or legislation changes.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

| Data Audit for The Home-Learning Policy | | | | | |
|--|--------------------------------------|---|-----------------------------|---|---|
| What? | Probable Content | Why? | Who? | Where? | When? |
| Pupil responses Online learning records | Name D.O.B. Test data / scores | Monitor a child's progress and identify next steps Establish good routines / expectations from pupil | All Staff (as necessary) | Online learning electronic scores / data (e.g. Google Classrooms / Mathletics, SPAG.com) Data is deleted / shredded as necessary | Held on File throughout a child's time in a year group then reestablished annually. |

As such, our assessment is that this policy:

| Has Few / No Data Compliance Requirements | Has A Moderate Level of Data Compliance Requirements | Has a High Level of Data Compliance Requirements |
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| | ✓ | |