



Home Learning Policy

Victoria Primary School



Rationale:

At Victoria Primary School, our vision is to develop successful learners within a learning culture. We recognize that life-long learning takes place in all aspects of peoples' lives – not just in the classroom.

For the children in our school, learning at home is believed to be an essential part of education.

Home learning is a very important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see home learning as an important way of establishing a successful dialogue between teachers and parents.

This policy has been written following a consultation involving pupils, teachers, parents and Governors.

Purposes of Home Learning

Victoria Primary School, home learning should:

- Reinforce and consolidate classroom learning
- Help children to develop independent learning skills, including research skills
- Provide opportunities for parents and children to enjoy learning experiences together
- Inspire children to want to extend their own learning
- Be accessible for all children at their level of understanding
- Help children develop good work habits for the future

Home Learning should not:

- Introduce learning which has not been covered in the classroom
- Cause unnecessary stress or anxiety for the child or parent!
- Continuously exceed recommended guidelines

Guidelines

The Government agrees that a sensible programme of home learning activities for children in the Foundation Phase (FP) should be designed to take, on average, one hour per week. At Key Stage 2 the expectations should gradually increase so that by years 5 and 6 children are spending about 30 minutes a day on home learning.

Recommended time allocations for home learning at Victoria Primary School:

Nursery and Reception	Building to 10 minutes per day	Daily sharing and exploring books, phonic activities, learn its, activities outlined in the helping hands booklet.
Years 1 and 2	1 hour per week	Daily reading, phonic activities, learn its, activities outlined in the helping hands booklet.

Years 3 and 4	1.5 hours per week	Daily reading, spelling sheet, learn its, activities outlined on the helping hands sheet and occasional assignments in other curriculum areas.
Years 5 and 6	30 minutes per day	Daily reading, weekly spelling sheet, weekly learn its/maths consolidation and occasional assignments in other curriculum areas.

Home learning in FP will be set on a Friday, to be returned the following Thursday.

Home learning in KS2 will be set on a Tuesday, to be returned the following Monday.

Children from reception to Y6 will be expected to complete daily practice of reading, spellings (words) and learn its. In Y6, in the run up to the Welsh Government Tests (WGT), children will be given additional homework in order to build their confidence and familiarise themselves with the format, language and layout of the tests.

Once a term, children will also be set a Family Learning Project based on the generic theme. The project will be given a three week time scale, including the half term break. With support from the class teacher, children will be encouraged to present their project in a variety of ways e.g. models, photo story, games and booklets.

In addition to this, children may be asked to complete a reasonable amount of class work which should have been completed in class time e.g. if the learner has chosen not to complete a particular task in the time given. If this is the case, the class teacher will contact the parent to explain the reasons for this work coming home.

We encourage and expect all children to work hard during the school term. At Victoria Primary School we believe that families should use holiday times to relax and share together. Therefore, the consulted stakeholders of Victoria Primary School have decided on a 'No Holiday Home Learning' policy for the end of term breaks.

The exception to this is the long summer break where the class teacher receiving the child in September may set an open-ended topic based activity to support the development of a class identity.

Victoria Primary School strongly discourages parents from removing their children from school during term time. Term time absences will only be authorised by the Headteacher. In line with this policy, holiday home learning packs will not be produced by the school.

Home learning need not always be written activities and therefore will not always be 'marked' by the class teacher. However, the home learning that the child has completed will be acknowledged either by sharing with the class, in small groups or through discussion with the class teacher.

At Victoria Primary School, we recognize that setting the right type of home learning for a wide ability range of children is not always easy. Some children may benefit from special tasks, separate from the home learning set for the rest of the class. On the other hand, it is important that they should do as much in common with the other children as possible.

If a child is invited to take part in an intervention programme for literacy or numeracy, an additional piece of home learning may be required. Parents will be consulted about this and their commitment secured before their child begins the program.

Use of ICT

Digital competence plays an increasingly powerful role in the lives of children and young people, for communication, networking, information, leisure and entertainment as well as for an increasing range of transactions and educational applications.

(Donaldson, Successful Futures, 2016)

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease of speed with which it can be assessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school Hwb+ website provides links to a range of websites which children can access to support their home learning, these links are also provided on our topic overview sheets which are distributed at the beginning of each topic. Parents are always advised to supervise their child's access to the internet, encouraging them to be a responsible online citizen.

All children have a Hwb+ username and login, this will allow them to access our safe Virtual Learning Environment (VLE). Within our VLE, pupils have free access to range of software; Word, Powerpoint, Excel, OneNote, J2E and Encyclopedia Britannica. All of the documents that the children create when logged onto Hwb+ can be saved in their Onedrive cloud storage – this can be accessed both at home and in school. Should children wish to complete any homework using IT, this can be shared with school either by;

- Uploading the homework into the Homework Dropbox on the Year group page (Key Stage 2 children)
- Uploading their work to their personal Onedrive cloud storage.

Children without internet access can use the school computers during Thursday lunchtime homework club which they can use on a drop in basis.

Victoria Primary School can be expected to:

- Ensure that a clear home learning policy is produced and shared with all relevant stakeholders
- Ensure that appropriate home learning for each child is set in line with the policy
- Give children prompt, clear feedback on their completed home learning in line with assessment for learning principles
- Keep parents informed on the nature of home learning tasks set, timetables for home learning and expected dates of submission
- Contact parents immediately if there are concerns that a child's home learning is not being submitted on time
- Inform parents about their child's home learning performance at parents evening and through the annual report
- Provide advice and support for parents on how best they can support their children's learning at home through formal workshops, but also informally at the request of the parent

Parents can be expected to:

- Provide a secure and conducive environment for the children to complete their home learning
- Share the fun, and model the importance of learning with their children by being actively involved in joint home learning activities
- Be explicit in their support of the school's home learning policy and the value of home learning in developing learning
- Share and discuss home learning with children both before and after completion.

It is useful to the class teacher if the parent makes brief notes on the home learning about whether their child found the task too easy/difficult and if possible, which specific aspects caused challenge

- Ensure their child spends no more than the recommended time on a task, particularly if they are finding the task challenging, unless the child expresses a desire to continue. The process is more important than the finished product in most cases!
- If a child is unable to complete a home learning task or any part of an activity, inform the class teacher
- Seek support from the school if they are unsure about how to support their child's learning
- Complete family Learning Project with their child/ren

Children can be expected to:

- Share home learning with their parents
- Submit their completed home learning activities on time
- Reflect on their own performance in home learning activities
- Extend their own learning when an activity engages them
- Complete Family Learning Projects

Monitoring and evaluation:

The Headteacher will collect and review a selection of home learning assignments set, three times per year.

Children's and parents' views regarding home learning will be collected via annual questionnaires.

Date: April 2017