

# PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT

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**TITLE: Home Learning Policy**

**DATE: June 2018**

**REVIEW: June 2021**

**APPROVED/MONITORED BY: Curriculum Committee**

**AGREED BY: WHOLE SCHOOL STAFF and GOVERNORS**

## Aim

Our aim is to.....

- Enhance study by making greater use of real life experiences, materials and sources of information which may not be available in the classroom environment.
- Involve parents (and other adults) in the children's work.
- Reinforce practical skills learned in the classroom as appropriate.
- Begin to develop good work habits and routines.

## Principles

Home Learning should provide opportunities for partnership between home and school. Its purpose is to enhance a child's learning. The tasks set should not intrude unreasonably into the interests of the children beyond the school day.

When setting a home learning task it is important that:

- The home learning is purposeful and of value to the children.
- It matches the children's ability.
- The home learning set shows evidence of becoming progressively more demanding as the children move through the school.
- There is continuity between teachers who teach similar year groups.

## Strategies for Home Learning

Home learning tasks can take a variety of different forms. Examples of home learning activities may include:

- Taking books home to be shared with an adult.
- Encouraging children to look for books and artefacts and linking family activities to the children's work in the classroom.
- Activities which reinforce work started in the classroom as appropriate.
- Encouraging children to develop and extend their social skills.
- Using "real life" learning opportunities, with an emphasis on practical tasks, to reinforce mathematical concepts (measures of time, weighing, length and money).

## **Assessment recording and reporting procedures**

In order to maintain pupils' motivation, appropriate feedback is essential. This may take the form of written comments in a child's home reading book, verbal comments during class or group discussion or by means of test results (e.g. weekly spellings).

Providing individual written feedback is, of course, demanding on the teachers' time. The range of tasks set for home learning should take this into account with the aim of keeping the workload of teachers manageable.

In essence, home learning needs to be manageable for ALL.

### **Responsibilities:**

If home learning is to be of real value it is important that children, teachers and parents are clear about what is expected of them.

	<b>READING</b>	<b>SPELLING</b>	<b>MATHS</b>
<b>Year R</b>	5 – 10 minutes per night.  In the Autumn and Spring terms children will take home sound books to learn to recognise and write sounds.  In the summer term, further phonic activities are sent home.  Phase 2, 3 and 4 words are progressively sent home throughout the year as they are learnt by the child.		A weekly maths challenge is sent home which is linked to the current maths learning.
<b>Year 1</b>	10 – 15 minutes per night.	Weekly spellings are sent home on a Look, Cover, Write Check spelling sheet.  5 minutes per day.	Each term a Maths activities for home sheet is sent home detailing the key learning for the term and possible activities for children to do at home.  The current maths focus in class work is identified in the weekly parent letter sent home on Fridays.
<b>Year 2</b>	15 minutes per night.	Weekly spellings and a spelling activity sheet are sent home.  5 minutes per day.	Each term a Maths activities for home sheet is sent home detailing the key learning for the term and possible activities for children to do at home.  The current maths focus in class work is identified in the weekly parent letter sent home on Fridays.

In Year 2 projects and challenges related to the class topics are sent home as appropriate, e.g. The Rainforest project

**Links to other school documents:** Home School Agreement