



## **HOME LEARNING PROCEDURES**

### **WHAT IS HOME LEARNING?**

At Colleton School, homework is called home learning. We believe that this has more positive connotations and expresses our intention that the activities that children complete outside of the hours in school should be about extending learning and knowledge, not about work for its own sake.

In The Colleton School's definition, "Home Learning" refers to any activities which pupils are asked to do outside lesson time, either on their own or with peers or their family.

### **AIMS**

Through these procedures we aim to:

- Provide activities which are relevant and meaningful and will inspire each child to continue the learning process at home.
- Provide activities which deepen understanding of the topics being covered in school.
- Ensure consistency of approach throughout the school in line with our policy on Teaching, Learning and Assessment.
- Support progression towards independence and individual responsibility.
- Ensure the needs of the individual pupil are taken into account.
- Extend and support the learning experience.
- Provide opportunities for families, children and the school community to learn in partnership.

### **Typical Home Learning Activities**

Home learning activities consist of a variety of different experiences. In general, reading at home is one of the most frequently requested aspects of home learning. Reading to children and hearing them read is vital as it develops their fluency and comprehension. Development of key skills in reading will support the child in many other areas of learning. On other occasions children may be asked to research a topic, a person or an event, design and make an artefact, prepare a piece of music or a dance, carry out

scientific investigations and observations, plan talks and possibly prepare a presentation for their team. Home learning may also encompass activities like playing board games, practising cutting with scissors or baking.

### **Foundation**

Daily reading.

Tricky words to read and simple spellings.

### **Younger Team** (Year 1 and Year 2)

Daily: reading with adult support (10 mins. recommended and recorded in reading journal).

Weekly: spellings.

Termly: varied projects (one major and at least one minor project).

Maths skills and additional spelling strategies.

### **Middle Team**

Daily: reading with adult support (10-20 mins. recommended and recorded in reading journal).

Weekly: spellings; practise multiplication tables.

Termly: varied projects.

Maths skills and key knowledge.

Planner: work to support completion of individual planners.

### **Older Team**

Daily: reading (20 mins. recommended), including paired reading with an adult 2-3 times a week.

Weekly: spellings; practise multiplication tables and associated number facts.

Termly: varied projects.

Planner: work to support completion of individual planners.

### **Further Guidance**

- Home learning projects are usually shared with the Team and a response given to the child by the teacher either verbally or in writing.
- Home learning assignments are sometimes of a practical nature and may be discussed, shared and displayed in the Team or more widely, when parents may be invited to attend an exhibition.
- Where the home learning activity is something other than reading, children should be encouraged to read as well.
- Teachers will allow different periods of time for home learning projects to be completed successfully according to the task set.
- Tasks begun in school may be extended to be completed at home.
- 'Finishing-off' class work that should have been completed within lesson time can be in addition to the home learning set by the teacher.

## **THE ROLE OF FAMILIES IN SUPPORTING PUPILS**

The home learning projects should allow enough scope for families to be able to use their talents and skills and share these with their child. For example, a parent who enjoys art may help their child produce a poster in response to a project about healthy eating; a grandparent who is musical may help their child write and perform a jingle for an advert. Both of these would be acceptable responses to a project about promoting healthy eating. In this way we hope to allow family members and carers to spend as much time as they wish working with the child and responding to the home learning assignments.

We do not set out to penalise children where there is little support in the home for learning. Therefore, projects are designed in such a way that **these children may complete theirs in school.**

Home learning allows for all contributions to be valued according to an individual's ability.

We ask that families:

- Support the school in our endeavour to build a learning partnership between families and teachers.
- Provide a suitable environment for their child to learn. (This will be dependent on the activity.)
- Offer time from a member of the family to support their child in their learning.
- Offer their own expertise and experience to develop their child's skills and talents.
- Make it clear to their child that they value home learning and support the school in explaining how it can help to further their understanding.
- Encourage their child and praise them when they have learnt something new at home.
- Feed back to school if their child is struggling to complete home learning assignments whatever the reason.

### **The School will:**

- Endeavour to ensure that home learning is balanced and manageable for pupils, families and staff.
- Review the procedures when required. Major changes will include consultation with parents in conjunction with the Home - School Agreement.
- Every parent will receive a copy of the home learning procedures along with the Home - School Agreement on admission to school. They are also available on the school website.
- The Leadership Team of the school will assess the effectiveness and implementation of the procedures alongside the school's Teaching, Learning and Assessment policy.