

St Peter's C of E Academy

Home Learning Policy

As a church school, we believe that '**Giving children the keys to unlock their future**' will enable all pupils to flourish within our care and achieve their full potential. This is underpinned by the words of Jesus:

"I have come that they may have life, and have it to the full." (John 10:10)

"I will give you the keys to the kingdom of heaven." (Matthew 16:19)

Introduction

It is St Peter's Academy policy to encourage children to enhance their skills, knowledge and understanding by means of home learning. Home learning is an activity that is complimentary to the curriculum delivered at St Peter's Academy. It also helps pupils to understand that learning is not simply an activity that occurs in school.

Why is Home Learning Important?

Home learning is valuable in that it provides the opportunity to:

- Enhance pupils learning skills by training them to plan and organise their time, develop good working habits and self discipline and to encourage responsibility for their own learning.
- Allow for practice and consolidation of learning completed in class and to allow for the preparation of future class activities.
- Seek access to resources not available in school, to develop study skills using libraries and other learning resources and to provide opportunities for individualised learning.
- Provide information for parents, enlist their co-operation and support and create channels for home – school dialogue.
- Assess pupils' progress and understanding of learning and provide evidence for the evaluation of teaching.
- Encourage pupils, as they get older, to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary school.

The Nature of Home Learning

The system of home learning we employ ensures that pupils receive a suitable amount per week depending upon their age. The tasks selected by the teachers are commensurate with their ability.

The nature of the home learning will vary between age groups and reflects the fact that the purposes of activities change as children get older. Short activities of different kinds – simple games, learning spellings or times tables, reading together – provide important opportunities for younger children to discuss what they are learning with adults and practice key skills.

As children get older tasks provide an opportunity for pupils to develop the skills of independent learning. Learning objectives should link to learning in class.

We aim to return tasks to pupils as soon as possible and generally within the weekly cycle where appropriate.

Date issued: Jan 2021

Start Review by: November 2022

Custodian: SLT

Adopted: Jan 2021 LBM

Ways in which the School Helps Pupils with Home Learning

Pupils are asked to complete tasks within set time limits. These may vary depending upon the activity.

Opportunities for dialogue over issues concerned with home learning exist by comments in the home/school books or folders or through contact with the school.

We try to ensure that instructions concerning tasks are clear to everyone in class and that all pupils have plenty of time to record what is expected.

We aim to mark (where it is appropriate) and respond to tasks regularly, not all will be formally marked. The teacher will provide written feedback whenever possible. It is important that the kind of home learning set and the ways in which children receive feedback are positive experiences for children and manageable for teachers.

Parental Involvement

- Parents are encouraged to take an interest in home learning rather than just insisting that it is done (some tasks may require parental participation).
- Where age appropriate, a home learning note book or folder will be issued to each child.
- Parents and teachers may be expected to sign diaries in books or folders on a regular basis and comments can be noted in relation to a specific piece of home learning by both parent and teacher to keep lines of communication open.

Monitoring

It is expected that children complete some tasks in a set time. This ensures pupils gain valuable experience of working to a deadline and assists staff with their marking schedules.

- Teachers demonstrate that they value children's efforts and will monitor the completion of home learning tasks.
- Teachers will hold discussions with children and parents if the completion of tasks is an ongoing issue.

HOME LEARNING GUIDELINES

Content

The main focus for home learning will be cross-curricular themes with numeracy and literacy skills tasks.

The home learning programme may include the following:

1. Regular reading together and sharing books is strongly recommended by all staff at the School. Other literacy activities will include learning spellings and writing.
2. To develop Numeracy we set number games and mathematical tasks. Throughout Key Stage 2 children will be encouraged to learn and apply their multiplication tables.
3. Additional activities can include:
 - i. Finding out information using a variety of methods including the use of ICT.
 - ii. Reading in preparation for a topic or test.
 - iii. Preparing oral presentations.
 - iv. Preparing a design, poster or drawing.
 - v. Written assignments.
 - vi. Completion of work to supplement class work.

Home learning should be accessible for all children and families regardless of ability and should provide challenge to develop children's particular gifts and talents.

These tasks will:

- Have a very clear focus and guidelines.
- Give plenty of opportunity for pupils to succeed.
- Help develop social as well as other skills.
- Be varied and not purely written assignments.
- Be manageable for teachers.
- Include opportunities to challenge and develop key skills.

Opportunities to complete tasks and use ICT should be provided in school for KS2 children within school.

Home learning is set using the school learning platforms (Tapestry for EYFS and ClassDojo for years 1-6).