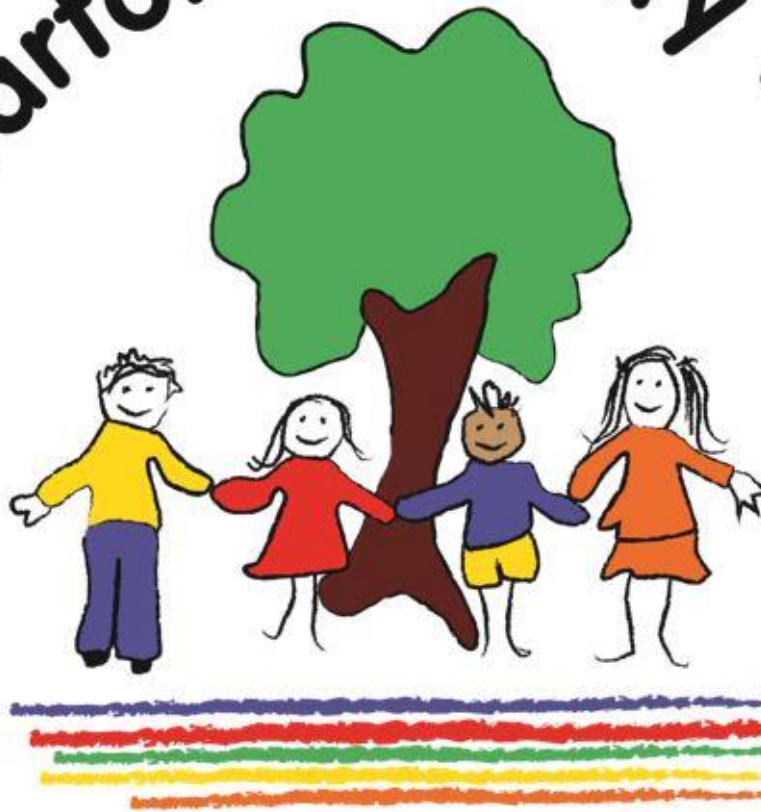


# Mulbarton Primary School



## Home Learning Policy

Signed

Head teacher:

B Theobald

May 2020

Chair of Governors:

K Holland

May 2020

Next Review:

September 2021

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## **Statement of intent**

Mulbarton Primary School is a vibrant, enthusiastic, forward thinking and safe learning environment in which children are given every opportunity to complete a fulfilling primary school education.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We have given careful consideration to making home learning well-balanced across the school.

This Home Learning Policy was developed in consultation with staff members, parents, pupils and with the full agreement of the governing body.

## **Aims**

Mulbarton Primary School's Home Learning Policy aims to:

- Develop a consistent approach to home learning throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to home learning.
- Ensure that parents have clarity on what their child is expected to do.
- Support pupils' learning experiences via revision and reinforcement.
- Work with families and involve them in their child's learning and to keep them informed about the work their child is covering.
- Improve the quality of the learning experiences by extending it beyond the classroom.
- Give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day.

## Responsibilities

### 1.1. The role of the head teacher and governing body:

- Frequently check compliance of the policy.
- Monitor the effectiveness of the policy every year.
- Review the policy every year and make appropriate updates as required.
- Discuss with staff how far the Policy is being implemented.
- Support parents with information about home learning.
- Inform new parents about the Home Learning Policy.

### 1.2. The role of the teacher:

- Plan and set up a regular programme of home learning for pupils.
- Provide an explanation of home learning tasks and ensure all pupils understand what they have to do.
- Ensure all home learning given is purposeful and links directly to the curriculum.
- Monitor home learning regularly and make sure pupils are completing it.
- Celebrate and give feedback to pupils on their tasks.
- Communicate with parents if there is a problem regarding home learning.
- Be available for discussion if necessary to parents and pupils about home learning.
- Set home learning that is consistent across year groups.
- Ensure home learning takes equal opportunities into account and that the needs of pupils with disabilities are considered.

### 1.3. The role of the family:

- Support and encourage their child in completing home learning.
- Make sure that their child completes home learning to the best of their ability.
- Provide suitable conditions and resources for their child to complete home learning.
- Praise their child and celebrate achievements with regard to their home learning.
- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning and home learning.
- Encourage your child to discuss home learning with you.

### 1.4. The role of pupils:

- Take responsibility for their own learning and submit completed work in a timely manner.
- Have a positive approach and engage with home learning.
- Make sure they understand the tasks that have been set and ask their teacher if they don't understand.
- Take pride in the presentation and content of their home learning.

## 2. Home learning Tasks – Current practice

- 2.1. Every half term, each year group will be informed of what is expected of them with regard to home learning.
- 2.2. Teachers will explain the organisation of home learning to parents at the new parents meetings in July.
- 2.3. All pupils will have home learning books in which they complete their home learning or tasks where appropriate.
- 2.4. The amount of home learning will increase as the child progresses through school. Teachers may occasionally set extra home learning for the whole class if they feel it would be beneficial.
- 2.5. The table below shows expected home learning. **Daily reading** for pleasure is essential accompanied by a frequent comment in the reading record.

| Year Group | Home learning  | Suggested Time   |
|------------|--|--|
| R          | <ul style="list-style-type: none"> <li>• Reading – each night</li> <li>• Tricky Words Practice</li> <li>• Phonics</li> <li>• Maths activity</li> <li>• A 'show and tell' linked to topic per half term</li> </ul>  | 10 minutes/night<br>10 minutes<br>10 minutes<br>10 minutes |
| 1          | <ul style="list-style-type: none"> <li>• Reading – each night</li> <li>• Tricky Words Practice/Phonics</li> <li>• 4 spellings</li> <li>• 2 home learning tasks per half term</li> </ul>  | 10 minutes/night<br>10 minutes                             |
| 2          | <ul style="list-style-type: none"> <li>• Reading – each night</li> <li>• Tricky Words Practice/Phonics</li> <li>• 4 short home learning tasks that must include the Maths activity.</li> </ul>   | 10 minutes/night<br>10 minutes                             |
| 3          | <ul style="list-style-type: none"> <li>• Reading –each night</li> <li>• Spellings</li> <li>• 3 longer home learning tasks per half term</li> </ul>   | 10 minutes/night<br>15 minutes                             |
| 4          | <ul style="list-style-type: none"> <li>• Reading –each night</li> <li>• Spellings</li> <li>• 4 home learning activities per half term</li> <li>• A creative activity/ project per half term</li> </ul>   | 10 minutes/night<br>15 minutes                             |
| 5          | <ul style="list-style-type: none"> <li>• Reading – each night</li> <li>• Spellings</li> <li>• Maths and English each week as appropriate</li> <li>• Weekly times tables where appropriate</li> <li>• A creative activity/ project per half term</li> </ul> | 10 minutes/night<br>15 minutes                             |
| 6          | <ul style="list-style-type: none"> <li>• Reading – each night</li> <li>• Spellings</li> <li>• Literacy – 1 piece each week</li> <li>• Numeracy – 1 piece each week</li> <li>• A creative learning activity/ project per half term</li> </ul>               | 10 minutes/night<br>15 minutes                             |

### **3. Absences**

- 3.1. If the child is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils should be well enough to undertake work. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.
- 3.2. If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

### **4. Pupils who fail to complete home learning**

- 4.1. All pupils are expected to complete home learning on time. Teachers will keep records of pupils completing home learning which will be regularly checked. If pupils consistently fail to complete home learning, teachers will contact parents to find out why.

### **5. Pupils with SEND**

- 5.1. The school recognises that pupils with special educational needs and disabilities (SEND) may require that specific tasks be set in the form of Pupil Passports.
- 5.2. While pupils with SEND may benefit from special tasks separate from the home learning received from other pupils, it is important that they also do as much in common with other pupils.
- 5.3. A balanced amount of the right type of home learning will be set for pupils with SEND, in consultation with the parents and send co-ordinator where deemed appropriate.

### **6. Equal Opportunities**

- 6.1. At Mulbarton Primary School, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

## Appendix 1: Home learning Agreement Form

Please complete this form and return to the school. It will be filed and is an important of our Home-School Agreement.

Child's name: \_\_\_\_\_

Class: \_\_\_\_\_

I have read and support the home learning policy and recognise its importance to my child's educational progress and development.

Signed: \_\_\_\_\_ (Parent/Guardian)

Date: \_\_\_\_\_

I will do my home learning every week.

Signed: \_\_\_\_\_ (Child)

Date: \_\_\_\_\_