



HOME LEARNING POLICY

At Exwick Heights Primary School we believe it is important that children have 'real' experiences where they can apply their learning to everyday life. Home learning is an opportunity for children to extend their thinking and development in school, into everyday life. It can also help children to recognise the value of further study, engendering self-discipline for later in life.

Furthermore, it is recognised that home learning helps children to practise and consolidate their vital skills and enables parents and carers to become more involved with their children's learning; playing an important part in the Home/School Partnership.

GUIDELINES

1. Home learning can take various forms:
 - reading/phonics/spellings
 - games
 - written tasks/practical tasks
 - project and research work
 - revision
2. The amount of home learning given should reflect the stage of development of the child.
3. Wherever possible, home learning should be relevant to current classroom learning and may provide a basis for feedback to subsequent lessons.
4. Any child who has not completed tasks during class lessons as a result of lack of effort or concentration, may be asked to finish it at home. This 'finishing off' is seen to be quite separate from home learning.
5. Year group teachers should ensure a consistent approach across the year.
6. A variety of differentiated activities should be set, that provide all children with an opportunity to demonstrate their learning and understanding across the curriculum. Children and parents should select two or three of these tasks to complete (including a spelling/times tables).

FREQUENCY AND TIMING OF HOME LEARNING

Home learning is set on a Thursday and posted onto the school blog; a paper copy should be given to children who are unable to access the internet at home. Children are expected to hand in their home learning by Thursday of the following week.

MONITORING HOME LEARNING

1. Children can record their home learning in a variety of ways:
 - In their home learning book
 - Parents may sign (in the book) to say which activity they have chosen to complete
 - Parents can email photographs to the year group email provided
 - Through practical tasks brought into school
2. 'My Reading Record Book/ Reading Journal' will be kept and used in a manner appropriate for the age and development of the child. It should be used for:

- recording reading (shared/library) and child/parent comments
 - encouraging a written dialogue between parent and teacher
3. Home learning tasks should be clear to both child and parent as to what is expected. It should foster the positive 3-way partnership of parent – child – teacher. It should make children realise that parents are aware of their home learning tasks and can aid their educational development.
4. Home learning does not need to be formally marked although it is expected that the child's hard work will be acknowledged in some way. This could include:
- Sharing their work with the class/year group assembly
 - A sticker given to the child or stuck into their book
 - A tick/smiley face in the book
 - Verbal feedback

SUPPORT

As the children progress through the key stages, additional support may be offered to children struggling to complete home learning tasks. The support offered should be appropriate and relevant to the nature and importance of the home learning and the age of the child, such as:

- Meeting parents to discuss barriers to completing homelearning
- Attending lunch time homelearning clubs
- Attending extra-curricular home-learning clubs
- Alternative work

The policy was amended and adopted by the school's Local Governing Body in September 2018. It is reviewed at least biannually and was last reviewed by the school and LGB on 6th May 2021.