



Last review: September 2022

Next Review: September 2024

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Home Learning Policy

Aims of Policy

- To provide a clear definition of the purpose and nature of home learning at St Alphege.
- To identify our shared views of good practice.
- To establish how home learning will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

Research into the impact of home learning demonstrates that:

- When homework tasks are specific and focused on the learning taking place in school, they have the most impact.
- Independent homework projects or activities preparing for future learning have the most impact.
- Giving children daily worksheets which consolidate previous learning has low impact on children's learning.

Good practice:

At St Alphege, we will endeavour to:

- Further develop our links with parents/carers.
- Help parents/carers to understand more clearly what their children are learning in school.
- Teach children a valuable life skill and develop good work habits for Junior and Secondary school life.
- Give children the opportunity to practise and consolidate their learning, particularly in English and Maths.
- Increase pupils' self esteem and understanding that their achievements are valued by both home and school.
- Extend school learning.
- Help to raise children's achievement.



As a school we:

- Discuss and explain home learning at our Curriculum Information Workshops for parents/carers. These sessions also explain the approaches and methods we use to teach different subjects in school to ensure a consistency of approach.
- Ensure that children and parents/carers are very clear about what they need to do to support home learning for their child.
- Work in partnership with parents/carers.
- Ensure tasks are carefully planned and structured to support progression in learning.
- Ensure children receive prompt, clear feedback on their work and encourage feedback from parents/carers.
- Ensure there is a team approach to ensure consistent practice.
- Regularly monitor and evaluate home learning policies to check that they support children's learning in the best possible way.
- Ensure that home learning matches the individual needs of all pupils.
- Have due regard for children with special educational needs or lower starting points ensuring that each individual child is provided with appropriate tasks and activities to complete at home.

Organisation

Progression is planned from Reception to the end of Key Stage One through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.

In **Reception**, children are expected to complete a daily task or activity linked to the Early Years Foundation Stage Curriculum, which lasts for around 10 minutes. This will include reading for pleasure, reading books together, phonics and/or number based tasks.

In **Year One**, children are expected to continue building skills through reading with an adult for around 15 minutes each day. A weekly home learning task will be set which is linked to the learning from that week or pre-teaching opportunities for the coming week. This weekly task will be communicated and explained as part of the weekly school newsletter. A termly magical task will be set, engaging children in fun, practical and engaging research and pre-learning based around the topic for the coming term.

In **Year Two**, children are expected to read with an adult for around 20 minutes a day. This can be either independent reading or reading with an adult. A weekly home learning task will be set which is linked to the learning from that week or pre-teaching opportunities for the coming week. This weekly task will be communicated and explained as part of the weekly school newsletter. A termly magical task will be set, engaging children in fun, practical and engaging research and pre-learning based around the topic for the coming term.

Roles and Responsibilities

Class teachers will plan purposeful activities, which are linked to the curriculum content. Planning for home learning may be based upon consolidating teaching from the current week or the pre-teaching of concepts/topics that are being covered in the upcoming week. They will respond to children's efforts, providing recognition, encouragement and reward.



Parents have an important role in supporting children's efforts. They need to be aware of what home learning is set and provide interest, encouragement and an appropriate environment for its completion.

Children are responsible for completing tasks as requested (with increasing independence as they move through the school) and to begin to take responsibility for organising any information or equipment they require.

Responding to children and ensuring that home learning is completed

Children are verbally rewarded for completion of tasks and stickers may be awarded to acknowledge effort. Good examples of completed tasks are shared with the class/ year group. Records are kept of work completed and tasks may be used to form display.

If there are problems completing activities, parents are encouraged to discuss this with teachers. Any problems arising are discussed with parents.

The Importance of Talk

Research supports the importance of vocabulary development from an early age. We would therefore encourage parents to talk with their children every day about what they have learnt at school, for example, by holding the following sorts of discussions:

- Tell me about the most interesting thing you have learnt today.
- How could you have improved your learning today?
- What did you enjoy most about today's learning?
- What do you think you are going to be learning about next?

Out of School Learning Experiences

Providing children with rich experiences outside of school helps their holistic development. We would recommend parents take every opportunity to enhance their children's learning outside of school through a range of activities, such as:

- Involving your child in rich experiences such as trips and visits to interesting places.
- Making the most of the Whitstable community by visiting the beach, theatre, church museum or library
- Children being involved in clubs and activities out of school.

Special arrangements

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs and those requiring further challenge.

Monitoring and Evaluation

In order to ensure that the policy directly contributes to the quality of teaching and learning the provision of home learning will be regularly monitored. A sample of home learning activities will be reviewed by the Senior Leadership Team (SLT) annually as part of the school's self evaluation process. In addition, the scrutiny of homework samples will form part of curriculum leader's monitoring responsibilities at the allocated phase of the School Improvement Plan.