

Bosvigo School



Policy for Home Learning

July 2011

HOME LEARNING POLICY

It is a fascinating fact that a school-age child spends approximately **11%** of their year in the classroom. This therefore means that conversely a school-age child spends 89% of their time learning outside school. It is with this piece of knowledge in mind that this policy has been written. It is a matter of great importance that schools and parents work successfully in partnership to help a child learn.

WHAT IS HOME LEARNING?

Bosvigo School has chosen to change the traditional name for homework to 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 Bosvigo 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, parents or carers.

AIMS

Through this policy 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 parents, children and the school community to learn in partnership.

Typical Home Learning Activities

Home learning activities consist of a variety of different experiences. They may encompass activities like playing board games, practising cutting with scissors or baking.

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. The school is arranged into four Learning Teams:

Foundation Stage

Daily: reading with adult support (5 – 10 mins. recommended).

Weekly: spellings from Spring term.

Key Stage One

Daily: reading with adult support (10 – 15 mins. recommended).

Weekly: spellings and maths for Year 1 and 2

Termly: varied topic-based assignments (one major and at least one minor project).

Lower Key Stage Two

Daily: reading with adult support (10 – 20 mins. recommended)

Weekly: spellings, maths and topic-based task (see appendix for home learning grid)

Upper Key Stage Two

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

Weekly: spellings, maths and topic-based task (see appendix for home learning grid)

Further Guidance

- Home learning assignments are usually shared with the classes 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 classrooms 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 may be in addition to the home learning set by the teacher. Teachers would discuss this with parents first wherever possible.
- Bosvigo School offers a Home Learning Club every day from 3:30pm until 4:00pm. This provides children with a further opportunity to receive support with their home learning tasks from a member of staff. Home Learning Club also provides children with an opportunity, under supervision, to use the school's ICT equipment to complete activities

THE ROLE OF FAMILIES AND CARERS IN SUPPORTING PUPILS

In light of the knowledge that children spend such a considerable amount of time outside of the school learning environment, it seems important that parents, along with other family members or carers, play a pivotal role in the education of children. Through our home learning policy we hope to provide opportunities where children's learning, skills and knowledge can be developed outside school.

The home learning assignments should allow enough scope for parents and other members of the family 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 an assignment 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.

Your child's learning in school is not dependent on having completed the assignment but it will be considerably enhanced and their understanding will be extended if it is completed.

We ask that parents:

- 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.
- To 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.

Communication of expectations with parents

Parents are informed of their child's home learning schedule at the beginning of every term when a paper-based information sheet is given to every child. This information is also available at any time from the school's website (www.bosvigo.cornwall.sch.uk) in a section titled 'Home Learning'.

S.E.N. (Special Educational Needs)

Home learning allows for all contributions to be valued according to an individual's ability. Therefore children who have special educational needs can fully participate in home learning assignments. We view home learning as an opportunity for all children to succeed regardless of their ability.

Monitoring and Evaluation

- Class teachers are responsible for planning and responding to children's home learning.
- Teams will endeavour to ensure that home learning is balanced and manageable for pupils, parents/carers and staff.
- The Curriculum Committee will review the policy every three years or as matters arise. Staff and governors will agree all changes. Major changes will include consultation with parents in conjunction with the Home - School Agreement.
- Every parent will receive a copy of the home learning policy along with the Home - School Agreement on admission to school.
- Parents are consulted at every review and a copy is made available in the Parents' Information Area for parents to review.
- The Leadership Team of the school will assess the effectiveness and implementation of the policy alongside the school's Teaching, Learning and Assessment policy.

Gender impact assessment

The governors have assessed this policy and found it to be neutral.

Responsibility: Curriculum Committee
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Author: Chris Wallis
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Interim Additions