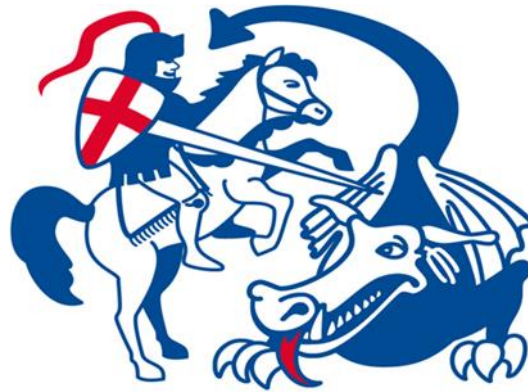


Home Learning Statement

**Reviewed on: January 2018
To be reviewed: January 2019**

St George's CEP School Wrotham Kent



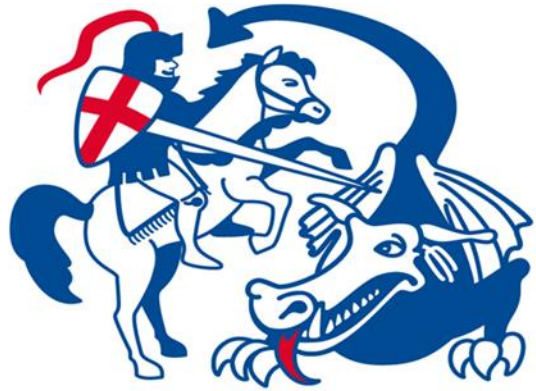
Signed by: Mr N Townley Position held: Chair SIP & Curriculum

Date: 31/1/18

Signed by: Mr D Jones Position held: Headteacher

Date: 31//18

St. George's (VC) CE Primary School Home Learning Policy Statement



Definition (*What is Home Learning?*):

Home learning is any activity which pupils are asked to do, by a teacher outside their class time, either on their own or with a carer. Home learning is what we used to call Homework.

Introduction:

This policy is has been written taking into account statutory guidance, consultation with teaching staff and will be ratified by the Governing Body.

The main points will be part of a home/school agreement issued to parents and pupils.

Why is home learning important? We believe that:

- ❖ It encourages children to work independently
- ❖ It can reinforce learning
- ❖ It encourages good habits
- ❖ For children in years 5 and 6 it will be good preparation for secondary school
- ❖ It gives opportunities for parents/carers to work with their child and be involved in their learning

Aims:

- ❖ To ensure consistency
- ❖ To ensure progression
- ❖ To ensure tasks are matched to ability
- ❖ To encourage independent learning
- ❖ To encourage pupil responsibility
- ❖ To provide opportunities for pupils and carers to work together
- ❖ To encourage children to develop habits for future demands

Role of the school/teacher:

- ❖ Tasks will be made clear to the children.
- ❖ Tasks will be linked to work that has been introduced in the classroom, or is preparation for new work
- ❖ Tasks will be suitable for the age and ability of pupils
- ❖ Home learning will be marked or commented on
- ❖ Support parents through parent evenings, curriculum evenings etc

Role of pupil:

- ❖ To complete the tasks in the time set
- ❖ To follow the school expectations for presentation and handwriting
- ❖ Accept that they will be asked to complete homework in break or lunchtimes if not completed.

Role of parent/carer:

- ❖ Provide a suitable atmosphere in which children can work
- ❖ Give home learning value
- ❖ Read every evening for a short time, talking about the text and pictures and ask them questions at the appropriate level.
- ❖ Practice spellings and tables regularly if set
- ❖ Provide help and encouragement (support but not do it for them)
- ❖ Encourage good presentation
- ❖ Give praise

What homework will be set?

The nature, and the time needed to be spent, on homework will change as pupils get older.

All children will be expected to read **every evening**. (If your child is older or a good reader it is still important for parents/carers to discuss with their child any books or set texts that they are reading as part of their homework. This will help your child learn about context, less obvious meanings, unfamiliar words, and less obvious uses of more familiar words.

If spellings and tables are part of regular homework it is advised that a short time every evening is set aside for practice.

All children in a class **may** not receive the same homework. Homework **may** be any of the following activities:

- ❖ Playing simple games
- ❖ Collecting pictures, information etc
- ❖ Spellings
- ❖ Number bonds
- ❖ Tables
- ❖ Practicing key skills
- ❖ Preparing class talks
- ❖ Written literacy activities
- ❖ Number work
- ❖ An independent task over a longer period of time
- ❖ Anything else appropriate to consolidating classroom learning

Special Educational Needs:

Pupils with Special Educational Needs will be set Home Learning that is within the individual pupil's capability but carers need to be aware that support will be needed from them if home Learning is going to be effective as a learning experience.

Monitoring:

- ❖ Literacy and Numeracy co-ordinators will monitor Home Learning through their planning monitoring cycle
- ❖ Senior Management Team will monitor samples of homework once a year