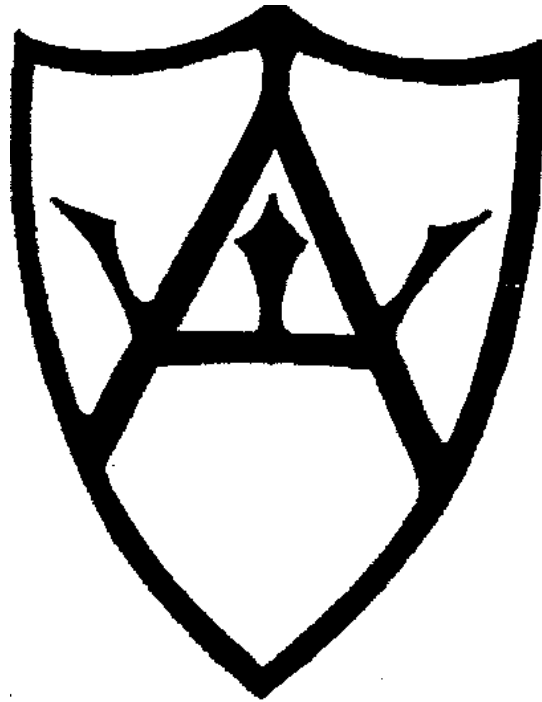


# **Alfriston School**



## **Home Learning Policy**

Produced with children, parents and staff

June 2015

## **Introduction**

At Alfriston we believe that home learning is anything that children do outside the school day that contributes to their learning in response to guidance from the school. Home learning encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

As a school we aim to facilitate broad learning experiences for all of our children and we recognise the benefit that parents and teachers working together to support this can bring. Home learning is seen as an important way to establish a successful dialogue between parents and teachers. At Alfriston we aim for children to become independent learners; we believe that carefully prepared home learning is one way in which the children can acquire this skill.

## **Aims of 'home learning' at Alfriston School:**

- To enable pupils to make maximum progress in their academic and social development;
- To promote a partnership between home and school in supporting each child's learning;
- To develop the skills of an independent learner and understanding of individual responsibility;
- To provide additional educational experiences;
- To consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
- To maintain a healthy balance between home learning and having sufficient free time to play, relax and develop other interests through outside clubs and groups;
- To ensure parents/guardians have a clear understanding of the expectations placed on them, and the pupil, by the school.

## **Types of 'home learning' at Alfriston Primary School**

Parental surveys and forums have demonstrated that it is difficult to meet the expectations of all parents. Some feel that there is 'too much' homework, some say 'too little'.

During the school term time, there will be two types of homework given at Alfriston School – Core Tasks and Optional Projects. No home learning will be given during school holiday time but all children are expected to continue reading.

## **Core Tasks**

There are important tasks such as reading, spellings and times tables that children should complete each week (we call these **core 'home learning' tasks**).

Where there is a specific weekly task, it will be 'given out' on the Monday and expected to be completed by the following Monday.

In addition, the school will be developing a bank of resources (eg. Maths/spelling games and puzzles) and these will be available for children to borrow.

| Year Group  | Core Task  | How?  | Feedback   |
|-------------|--|---|--|
| Year R      | 1) Reading with an adult daily.<br><br>2) Weekly phonics activities  | Parent/carer to record in Reading Record Book.<br><br>Informed via the 'Homelink' – A4 sheet of paper in child's book bag.                                  | This will form a dialogue between staff and parents/carers to enable them to support their child's reading.<br><br>Directly to the children and house points awarded.  |
| Years 1 & 2 | 1) Reading with an adult daily.<br><br>2) Weekly phonics/spellings<br><br>3) Maths activities shared on Class Page of Learning Platform. | Parent/carer to record in Reading Record Book.<br><br>Recorded in child's phonics/spelling log.<br><br>Each child uses own login for the Learning Platform. | Monitored by class team, feedback given where necessary.<br><br>Checked each week by class team and rewarded with house points.<br><br>Child or parent/carer sends a message about what they've done via the Learning Platform.                |
| Years 3 & 4 | 1) Reading with an adult daily.<br><br>2) Weekly phonics/spellings<br><br>3) Maths activities shared on Class Page of Learning Platform. | Parent/carer to record in Reading Record Book.<br><br>Recorded in child's phonics/spelling log.<br><br>Each child uses own login for the Learning Platform. | Monitored by class team, feedback given where necessary.<br><br>Checked at least every two weeks by class team and rewarded with house points.<br><br>Child or parent/carer sends a message about what they've done via the Learning Platform. |
| Years 5 & 6 | 1) Reading daily and sharing their reading with an adult regularly.<br><br>2) Weekly spellings.  | Parent/carer or child to record in Reading Record Book.<br><br>Recorded in child's  | Monitored by class team, feedback given where necessary.<br><br>Checked at least every two   |

|  |  |  |  |
|--|--|--|--|
|  |  | spelling log.  | weeks by class team and rewarded with house points.                                      |
|  | 3) Maths activities shared on Class Page of Learning Platform. | Each child uses own login for the Learning Platform. | Child or parent/carer sends a message about what they've done via the Learning Platform. |

### Optional projects

Other home learning opportunities are optional. These **optional 'home learning' projects** will be set on a termly basis, usually based on that term's learning, for example the Learning Journey. This may be an open-ended task to enable children to personalise their learning. Children will be encouraged to plan and carry out the task over a number of weeks with appropriate support from school and to share their progress as the term goes on. Completed work will be shared in school and evaluated with children. Feedback will also be shared with parents, either using the 'Feedback Sheet' or being invited to an 'exhibition' of the children's work or a class assembly.

### Foundation Stage

Parents are informed of the learning we are completing each week and given some optional activities across the curriculum. These are often based on discussion, observation, Espresso (children have a login) or play. Occasionally larger creative projects are suggested, which will support the children's enjoyment of their learning. Parents are welcome to come in to view their child's learning journey two times a week, currently Tuesdays after school and Fridays before school.

### Years 5 & 6

In Years 5 & 6, as we prepare children for the transition to secondary school, we would expect children to develop their self-discipline and their ability to organise their time and we recognise that parents and children in Years 5 & 6 often feel that they would like more formal home learning activities to prepare themselves for managing homework at secondary school. The class teacher will, therefore, encourage children to complete homework projects and, at her discretion, provide further learning opportunities when she believes it would directly support the pupils or the curriculum.

### **The importance of Home/School partnership**

We know that parents will want to support their children:

- by taking an active interest in their child's home learning;
- by encouraging them and praising their efforts;

- by supporting them in particular tasks;
- by enabling them to complete their home learning.

The school will ensure that:

- tasks set are reasonable and matched to the pupils' needs;
- for the Core Tasks, children's efforts are praised and rewarded as appropriate;
- for the Optional Termly Project, the teacher completes a Feedback Sheet which will be shared with children and parents;
- presentations and workshops are provided to assist parents with understanding their child's learning, e.g. Maths calculations, phonics, spelling and reading workshops;
- it is supportive and will listen to parents who ask for help.

### **Equality Statement**

Alfriston School recognises that everyone is unique owing to varying needs and cultures. We aim to treat all differences positively, recognising that diversity creates a strong, flexible and creative school. Our belief is reflected in our Equalities Policy and action plan and in our vision to be 'Fair, Friendly, Fulfilling and Fun!'