



ROBY PARK
PRIMARY SCHOOL

Home Learning Policy

Written Sept 2020

Review Sept 2021

Signed – *Mrs Kat Allen*
(Headteacher)

Signed - *Mrs Heather Haddley*
(Chair of Governors)

At Roby Park Primary School, we firmly believe that a strong partnership between parents, school and children can make a great contribution to pupils' learning, progress and raising standards.

Home learning should be a positive experience shared between parents, carers and their children. It should complement, not detract, from the very valuable time families spend helping their children learn about the world, developing their social, moral and religious understanding whilst relaxing and playing together.

We believe that home learning should support the work children do in class. We value the support and co-operation of parents and carers and need a continuing commitment to encouraging their child to complete and hand the home learning work in on time. When there is a shared responsibility between home and school, we can achieve the maximum effect.

The aim of home learning is to encourage and stimulate interest, develop study habits and time-management skills and provide children with independent learning competence.

At School we will endeavour to:

- Ensure that tasks are carefully planned and structured to support progression in learning, as part of the school's curriculum;
- Ensure the needs of the individual pupil are taken into account;
- Encourage children to develop long term strategies for future needs and ensure progression towards independence and individual responsibility;
- Maintain a consistent practice across the school in setting, managing and reviewing homework;
- Have a regular programme of home learning so that everyone (teachers, children and parents or carers) know what to expect each week;
- Ensure that pupils, parents and carers are treated as partners in the learning process and are very clear about what they need to do;
- Have high expectations of pupils completing home learning work on time and give prompt feedback to pupils and parents with regard to this;
- Consider comments given by parents, carers and children;

At home we ask parents and carers to endeavour to:

- Provide a reasonably peaceful, suitable place where their child can do their home learning;
- Make it clear to their child that they value home learning, and support the school in explaining how it can help their learning;
- Become actively involved in home learning activities in a variety of ways, depending on the age and need of their child. This could be through any or all of the following:
 - Discussing the home learning activity with the child;
 - Helping the child settle down to the activity and stay focused;
 - Supporting the child with the work by listening to the child read daily or learning and practising letter sounds;
 - Providing the necessary equipment to do the homework eg a pencil or pen
 - Suggesting a suitable time to start and encouraging and praising the child when they have completed their homework;
 - Encouraging neat presentation, best effort and increasing independence as children get older.

By working together we can make a difference to your child's learning

The home learning programme:

The main focus of the home learning will be on weekly English and Maths, with a half termly Humanities 'thinking' home learning challenge. As part of the home/school agreement, we expect pupils to read daily to an adult. This forms part of the English home learning.

English and Maths home learning will link to fluency skills being plugged in class so children should be able to access learning confidently. Home learning will also be differentiated to meet the needs of all pupils.

Home learning routines

Home learning routines begin in Reception, with the expectation that children read at home every night and complete talking activities with their families. From Year 1 onwards, children are also given weekly Maths and English activities to complete.

We set the home learning on a **Thursday**, expecting it to be handed in the following **Tuesday**, thus giving time for children to complete their home learning work over the weekend.

Home learning will be set on our online platform, Seesaw, as of September 2020. Tasks will be uploaded and children will be able to respond in a variety of ways online. Topic home learning can be submitted electronically or as a physical finished article.

Every child will have their own log in to access Seesaw and these will be shared with families in the first week of the Autumn term.

Teachers will respond to all work submitted and misconceptions addressed during learning time in school.

What happens when children return home learning work?

- Children should return home learning work to their class teacher every Tuesday. On Monday, teachers will remind children to complete it for the following day. If children do not return home learning, they may be asked to complete this in school time.
- Teachers will respond to children's home learning Seesaw and keep a register on Class Charts to track who is/isn't returning home learning and this will be communicated with families. .
- Parents of children who do not persistently return home learning will receive a phone call from the class teacher and then if home learning continues to be incomplete or unreturned, a meeting will be scheduled with the class teacher and parents.
- Class teachers will discuss home learning with parents at parents evening

How long should children spend on home learning?

EYFS

At least ten minutes sharing a book with an adult.

Y1 and Y2

Ten minutes of reading every day with an adult.

15 - 20 minutes a week on a Maths and English task

Y4-6

Ten minutes of reading every day with an adult.

20 - 30 minutes a week on a maths and English task

'Thinking' Humanities Home Learning Project

Each half term, a 'Thinking' home learning challenge will be set for Geography or History topics. Children can choose any one activity to complete and return. These can be completed via Seesaw or physically brought in.

E.g.



Roby Park Primary School
Year 2 History
Who were the greatest explorers?



Thinking Homework

Your child must complete at least one activity from the chart below.

Films or photographs can be uploaded to your child's Seesaw profile

Please return completed tasks on

Thursday 1st October



Knowing	Understanding	Applying	Analysing	Creating	Evaluating
Design a meal that you could take with you or your adventures to a new place.	Imagine you are an explorer. Draw a picture or write a list of things you would take in your rucksack.	Write a diary of your first day of your adventure exploring a place of your choice (Desert, jungle, deep sea, mountains, north pole).	Become a leaf explorer and see how many different types of leaves you can find in your garden or in the park. Can you name any of the trees that they came from?	Create a map of Christopher Columbus's voyages.	Would you rather explore a hot or cold country? Explain your reasons
Recording		Researching		Designing and/or Making	
Write a report on an explorer you have researched.		Research a place you would like to explore. Use Google Earth to see what the place looks like. Write a fact file about the place you choose.		With your adult, make some food from a different country. Take photos or draw a picture.	