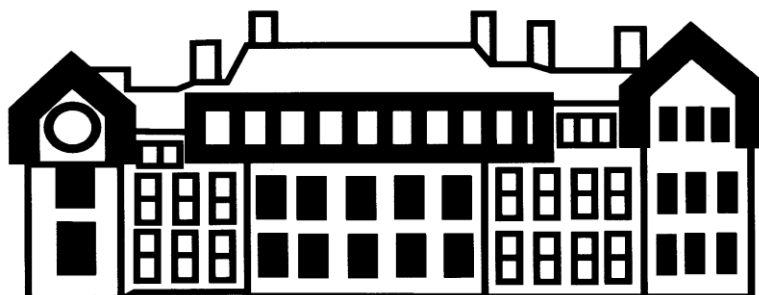


GORDON



SCHOOL

Home Learning Policy

Ratification date: November 2022

Review date: November 2025

Signed _____ Headteacher

Signed _____ Chair of Governors

Home Learning Policy

See also:

Guidance on Supporting Children with Home Learning

Remote Learning Policy

Make Reading Fun

Help Your Child in Science

Help Your Child with Maths

1 Introduction

Our definition of home learning is any activity children do outside the normal 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/carers to support the children's learning. Home learning should not be confused with remote learning, which is online learning that takes place during the school day where the pupil and the teacher are not physically present in a traditional classroom environment. This is typically when the school is closed due to extreme weather conditions or health concerns.

2 Rationale for Home Learning

Home learning is an important part of a child's education, and can add much to a child's development. The educational experience that the school provides is limited by the time and resources available; children can therefore benefit from the complementary learning at home.

Home learning can play a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. Whilst home learning is important, it should not prevent children from making maximum use of the opportunities available outside school.

3 Aims and Objectives

The aims and objectives of home learning are to:

- enhance the progress children make with their academic development;
- help the children develop the skills of an independent learner;
- promote collaboration between home and school;
- provide educational experiences not possible in school;
- consolidate and reinforce the learning that has taken place in school, and to allow children to practice skills taught in lessons;
- help children develop good work habits for the future.

4 Home Learning Expectations

We regard home learning as an integral part of the curriculum, and in particular, the requirements for English and mathematics. The majority of home learning activities are linked to developing reading and number fluency skills. We believe that these skills are crucial for children to be successful in all areas of the curriculum.

The information below is a guide to the home learning we set across the school.

Nursery

We send a book home on a Friday as part of our lending library scheme. We ask that an adult makes a comment in the *Home Reading Record Book*. We also write a weekly blog on ILD (Interactive Learning Diary) for parents/carers to read. There will be an activity linked to this for the children to do at home; e.g. collecting autumn leaves, learning to put on a coat, etc.

Reception

Children have an opportunity to choose a sharing book to take home every day. Parents/carers are encouraged to write a comment in their child's *Home Reading Record Book*. On a Friday, all children have an e-book sent home which they have read three times at school that week. The purpose of sending a book that the children already know is to develop fluency and confidence. Also, on a Friday, we send home phonics homework which links to the sounds taught that week. There are some activities which include segmenting and blending.

Years 1 and 2

The children take books home to read with an adult. They are expected to read together every day for up to 10 minutes. Comments need to be made in the child's *Home Reading Record Book* three times a week. Initially, comments will be made by the adult but as the child's literacy skills develop they may begin to include their own comments. The children will also be given spellings to learn and opportunities to practise mathematical skills. The most effective way to learn spellings is to spend a few minutes each day going through them.

Home learning activities for the children in **Years 1 and 2** (including reading to an adult) should take approximately an hour and a half each week.

Year 3 and 4

The children are expected to read at home every day for ten minutes. They should have opportunities to read independently as well as to an adult. Comments need to be made in the *Home Reading Record Book* three times a week, and signed by a parent/carer once a week. Spellings and times tables are tested weekly. Spellings are uploaded onto Google Classroom. Children can practice times tables on *Times Tables Rockstars*.

Home learning activities for the children in **Years 3 and 4** (including reading independently) should take approximately two hours each week.

Years 5 and 6

The children are expected to read at home every day for ten minutes. They should read both independently and to an adult, although we expect the older children to mainly read by themselves. Parents/carers can still participate in the reading process by asking their child to tell them about the books they are reading. Comments need to be made in the *Home Reading Record Book* three times a week, and signed by a parent/carer. Spellings and times tables are tested weekly. Spellings are uploaded onto Google Classroom. Children can practice times tables on *Times Tables Rockstars*. At certain times, and predominantly in Year 6, they may also be given revision tasks to complete at home.

Home learning activities for the children in **Years 5 and 6** (including reading independently) should take approximately two and a half hours each week.

Whole School Home learning

Sometimes we ask children to talk about a topic at home prior to studying it in school and to find out facts from adults. We may ask children to find and collect things that they then use in science, DT or art lessons, and occasionally we ask children to take some work home that they have started in school, when we believe that they would benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use local library, the internet and other sources of information.

From time to time we will set every child in the school the same piece of home learning. Examples of this are to design *National Anti-Bullying Week* posters and summer holiday diary writing.

5 Inclusion and Home learning

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting home learning for pupils who have a special educational need, we refer to their specific objectives and targets.

We appreciate that some pupils find accessing home learning activities a challenge, especially if the child has a special educational need such as dyslexia. To support all children with developing the skills to approach home learning activities we have produced the document *Guidance on Supporting Children with Home Learning*. This is available on the school website: www.gordonprimary.co.uk

A home learning task may require internet access. Children who cannot complete computer-based tasks at home will be given an opportunity to do so in school. Our E-Safety Policy states that teachers will provide a list of relevant child-friendly websites if they require the children to carry out internet research.

6 Marking and Feedback

For home learning to be meaningful to the child and for it to enable parents/carers to support their child's education, feedback is important. The majority of home learning tasks do not require marking in the traditional sense, due to the nature of the tasks and how we set them. On the occasions when children are required to return pieces of work, the principles set out in the Marking and Feedback Policy will be applied.

7 The Role of Parents/Carers

Parents/carers have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents/carers to encourage their child to complete the tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents/carers can support their child by providing a good working space at home and by discussing the work that their child is doing.

If parents/carers have any questions or comments about home learning, they should contact the child's class teacher.

Information on how parents/carers can further support their children's learning in English, maths and science can be found on the school website.

Opinions on home learning often vary. Some parents/carers feel their children receive too much whilst others would like their children to receive more. We have set out what we feel are appropriate age-related activities and amounts. If parents/carers would like their children to carry out more home learning tasks we suggest they access resources online or study books available in bookshops. However, we feel it is important to stress that the setting of excessive amounts of home learning can be detrimental to a child's self-esteem as well as their social and academic development.

We have provided a list of recommendations for parents/carers who may wish to support their child's educational development in more general ways. Some of the activities below have a cost attached, but many others are free. Please check opening times and suitability for particular age groups:

Local to Gordon Primary School	
<ul style="list-style-type: none"> • Eltham Palace • Oxleas Woods • Library & Swimming Pool at the Eltham Centre • The Pleasaunce 	<ul style="list-style-type: none"> • Winter Gardens (Avery Hill Park) • Five Arches – Footscray Meadows • King John's Walk – views over London • Bob Hope Theatre

In Greenwich	
<ul style="list-style-type: none"> • Cutty Sark • Maritime Museum • Greenwich Park • Royal Observatory • Foot Tunnel • River Quaggy 	<ul style="list-style-type: none"> • Woolwich Ferry • Emirates Airline • Thames Path • Nature reserve • Browsing in book shops

In London	
<ul style="list-style-type: none"> • Science Museum • Natural History Museum • Imperial War Museum • British Museum • London Transport Museum • Museum of Childhood • Victoria & Albert Museum • Portrait Gallery • National Gallery • Tate Modern • Tate Britain 	<ul style="list-style-type: none"> • London Aquarium • City Farms • Number 11 bus (Rather than pay for an expensive tour bus, board the Number 11 at Liverpool Street bus station take in most of central London's most iconic sights.) • London Eye • Crystal Palace Park (dinosaurs) • Kids Week (This annual promotion enables children aged 16 and under to go to the theatre for free when accompanied)

<ul style="list-style-type: none">• Somerset House• London Parks• London Zoo	by a full-paying adult.)
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A little further afield	
<ul style="list-style-type: none">• Eagle Heights (Kent)• Lullingstone Roman Villa	<ul style="list-style-type: none">• Crofton Roman Villa (Orpington)• Rochester / Dover / Walmer / Leeds castles

There is a huge amount of learning that can take place just by talking to children about the things we do every day: cooking, gardening, shopping, watching TV documentaries, etc.

8 Use of Information Technology

The use of Information Technology has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents/carers are advised to supervise their child's access to the internet at all times.

9 The Consequences of Non-Completion

There is an expectation that home learning activities will be completed. We appreciate that the completion of home learning tasks for primary-aged pupils is dependent on home circumstances beyond the control of the children, so for this reason no sanctions are applied for non-completion.

10 Monitoring and Review

It is the responsibility of the Headteacher to provide guidance for the staff in relation to the setting of appropriate age-related home learning activities.

It is the responsibility of our Governing Body to agree and then monitor the school's Home Learning Policy. This is carried out by the committee of the Governing Body that deals with curriculum issues

This policy will be reviewed in three years, or earlier if necessary.