



Home Learning Policy and Procedures

This policy was formed with the support of a Parent Focus group to ensure the school could create and implement an approach to Home Learning that was fully informed by all stakeholders. The group considered evidence gathered by parents and staff, it was agreed that the policy should be informed by evidence. Key research pieces discussed were: John Hattie's Visible Learning, James Nottingham's Learning Pit and The Education Endowment Foundation.

The aim of this policy is to ensure it is fit for purpose and meets the needs of all our learners so that Home Learning is a positive experience for all involved. Home Learning should promote a joy of learning, encourage parental engagement and recognise pupils' wider achievements.

Preview Home Learning (James Nottingham)

What is Preview?

- Pupils are informed of a subject area, concept or research task ahead of time allowing for investigation and discussion which better prepares children for their future learning.

Advantages to Preview Home Learning:

- Pupils are more likely to engage in the home-based tasks as they know it will have a direct impact on their day/learning in school.
- Parents recognise the value of the task. Parental engagement with the tasks gives the child an advantage in future learning experiences.
- Staff reduce time spent marking which allows more time for effective learning and teaching preparation.
- Higher quality lessons take place due to the preparation and knowledge pupils have already acquired from their conversations at home.

Challenges of Preview Home Learning:

- Some pupils may not receive input or support at home, resulting in a potential widening of the attainment gap. The school will provide a lunch time club for pupils to attend if they are unable to access Home Learning support at home.

“Home Learning should promote a joy of learning”

Parent Focus Group 2017-18

When Home Learning Doesn't Work

John Hattie states that Primary School homework has the greatest impact when it is relevant to the learning taking place in class. John Hattie also states that a task that lasts 10 minutes is most effective. If a pupil becomes stressed or resistant to Home Learning it can become a counterproductive experience for both parents/carers and the pupil.

It is essential that Home Learning is a supportive and productive experience that best prepares pupils for future working. If a parent/carer or pupil faces challenges at home, they should seek support from the class teacher.

Whole School Approach to Home Learning

Class Teachers are responsible for setting appropriate preview tasks for Home Learning, tasks are set through SeeSaw and should:

- Give parents/carers at least 3 days' notice.
- Focus on literacy, numeracy and wider achievements out with school
- Promote discussion between the pupil and their parents/carers.
- Encourage parents/carers to share their view with the pupil to increase awareness or knowledge about a subject area which enhances the level of discussion and learning that takes place in class.

Literacy

Early Level

Discussion around their phonic sound with parents/carers with a focus on letter sound rather than name. An example of the sound will be posted on the Seesaw Online Profiling tool.

First Level

Work centred around the following week's phoneme.

E.g. Next week's phoneme is 'ee' focussing on words such as keep, deep, feet, deer.

Second Level

The beginning of second level will focus on raising Reading Attainment through the Star Reader Assessment programme, which will complement literacy throughout all curricular aspects.

Numeracy

All Levels

Throughout each term the class teacher will upload Maths No Problem 'In Focus' tasks via SeeSaw. These tasks are word/picture-based tasks that pupils may or may not have the knowledge to solve. If a child can't solve the problem they should discuss ideas with their parents/carers. A pupil who can solve the problem independently should be encouraged to investigate if there is another way to solve it. Parents/carers are also encouraged to ask open questions and share their own ideas about solving the problem.

Reading

Early/First

Prior to using the Accelerated Reading programme, pupils are expected to be read to by parents/carers and read with parents/carers. Reading regularly with your child will promote a positive attitude towards literacy and reading.

First/Second Level

Reading is the only non-preview task. When pupils can read independently they join the Accelerated Reading programme. Reading targets will be set in consultation with the class teacher and pupil. Pupils will select three days (minimum) on which to read their 'School Accelerated Reader Book' at home. Each target will be specific to your child and based on Star Reader Assessment Results. Children will be made aware of their points target. Reading homework will be communicated through SeeSaw.

Wider Achievements

Value is placed on the learning that takes place outside of school across a range of situations including: playing outside, attending clubs, building friendships and developing lifelong skills for learning.

SeeSaw online profiling tool is utilised as a platform for pupils and parents to share wider achievements out with school. Pictures and comments can be posted to record activities, family experiences, milestones that have been achieved or challenges overcome.

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