

## **Home Learning Policy**

### **Rationale**

The school believes that home learning forms an important part of children's development towards becoming active and self-motivated learners and raising attainment.

### **Aims**

At Park Way we believe home learning tasks are important for:-

- Allowing practice and consolidation of learning in class
- Allowing preparation for future learning
- Training for pupils in planning and organising time
- Developing good habits and self-discipline
- Encouraging ownership and responsibility for learning
- Providing information for parents about school curriculum
- Providing opportunities for parental co-operation and support
- Creating channels for home school dialogue
- Preparation for secondary transfer at Year 6

### **We expect staff to...**

- Set appropriate home learning tasks as listed in Appendix 1
- Provide appropriate feedback on home learning tasks such as: Verbal, written, class discussion, praise and recognition for efforts
- Provide home learning folders or books for all children
- Value home learning tasks by creating an area in the classroom where home learning is kept & referred to
- Remind children of 'due dates' for home learning and provide rewards and incentives for its' prompt completion.
- Support the children and parents/carers with home learning tasks
- Ensure parents are aware of the intended learning for each International Primary Curriculum topic unit
- Provide guidance for home learning on the class page of the website
- Keep track of home learning completed
- Inform and work with parents when homework is not handed in
- Ensure that home learning is completed by EVERY child, and apply appropriate sanctions where this is not the case. Such sanctions could include detention during or after the school day.

### **We expect children to...**

- Complete and submit home learning tasks on time
- Seek additional support when necessary BEFORE the homework deadline
- Try their hardest
- Share their home learning tasks with their parents/carers

### **We expect parents/carers to...**

- Show an interest in their children's home learning tasks
- Support children with their home learning tasks, helping but not doing it for them!
- Ensure that children have home learning tasks as detailed in Appendix 1
- Help their children to organise themselves to complete and submit their home learning tasks on time

- Ask staff promptly for support before the deadline, if needed

### **Appendix 1:**

Age range	Daily Home Learning Activities	Weekly Home Learning Activities A minimum of;
EYFS	Reading (complete reading record), counting	1 of either; Phonics, maths tasks
Lower school Years 1 and 2	Reading (complete reading record), times tables	1 Literacy or phonics 1 Maths Topic tasks as appropriate
Middle school Years 3 and 4	Reading (complete reading record), times tables	1 Literacy 1 Maths Topic tasks as appropriate
Upper school Years 5 and 6	Reading (complete reading record), times tables	Friday - 1 Literacy and 1 Maths task. Due to be handed in on the following Tuesday. Tuesday – 10 minute Grammar, Punctuation and Spelling worksheet. Due to be handed in the following Thursday.

*All year groups will also be given tasks related to the IPC units as/when appropriate*

### **Additional Tasks**

It may be deemed appropriate by the **class teacher** to give a child additional home learning for the following reasons:

- The child would benefit from extra learning time in a certain area for extension, reinforcement or revision
- The child had missed vital learning through unavoidable absence eg. hospitalisation

Before additional home learning is given due to absence, parental support is sought and tasks should be negotiated with the child so that home learning is not seen as a form of punishment.

### **Parental requests for additional homework**

Teachers are **not** obliged to set additional homework for a child at parents' request unless they feel it appropriate and beneficial for the child. It may be useful to guide parents in suitable activities, tasks and resources for their child's requirements. Teachers should not feel obliged to mark, monitor or assess work instigated by parents, although they may offer professional advice.