



Home Learning Policy

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Rationale for Home Learning

Home learning is anything that 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 children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with home learning.

We believe that home-learning is valuable as:

- it encourages children as they get older, to develop confidence and self-discipline when working independently, preparing them for the requirements of secondary school, further study and future employment.
- it provides valuable opportunities to practice and consolidate skills learned in the classroom.
- it allows the use of materials and other sources of information that are not always available in the classroom.
- it develops an effective partnership between the school and families, in meeting the aims of the school, as reflected by the school's Expectations and Home-School Agreement.
- it encourages parents/carers as a vital resource for learning and increases their awareness of curriculum coverage.

Home learning is a very important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. We see home learning as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that home learning is one of the ways in which children can acquire the skill of independent learning.

Home learning plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We understand children spend more time at home than at school, and we believe they only fully develop their skills, interests and talents when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims and objectives

The aims and objectives of home learning at Delph Primary School are:

- to enable pupils to make maximum progress in their academic and social development.
- to help pupils develop the skills of an independent learner.
- to promote a partnership between home and school in supporting each child's learning.
- to enable all aspects of the curriculum to be covered in sufficient depth.
- to provide educational experiences not possible in school.
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons.
- to help children develop good work habits for the future.

The Nature of Home-Learning

At Delph Primary School we have a system of home-learning that varies between year groups, classes and topics.

Activities may include:

- reading
- writing
- learning / practising of spellings, key words and times tables
- independent research
- completion of an on-line task e.g. TT Rock Stars
- observing or recording
- making a model or presentation
- family discussion / interview

At Delph we use Tapestry (EYFS) / Google Classroom (Y1-Y6) as our learning platform for home-learning and for any remote learning (i.e. school closures/ extreme weather/ where a pupil is unable to attend due to a medical reason but is well enough to access learning). All children are issued with log-in details when they join Delph.

All home-learning activities will have a specific purpose to meet the needs and ability of the child and tasks may be adapted to meet the needs of individual children's needs. Children learn more if they talk about their learning so activities will often allow for discussion between parent/carer and child. The same standard of presentation and effort is expected from home-learning as from class learning.

What will Home-Learning look like for my child?

A typical week may include:

EYFS / YR	-Reading (non-word / word texts)
KS1: Y1	-Phonic Sounds to practise (3 sounds per week) -Reading (3 books sent home- fiction, non-fiction, RWI scheme) -Numbots (online activities) / English task
KS1: Y2	-Reading (3 books sent home- fiction, non-fiction, RWI scheme) -Times table Rock Stars (TTRS) -Alternate Maths / English task -Numbots (online activities)
KS2: Y3-5	-Reading- little and often -Times table Rock Stars (TTRS) -Home Learning Challenges (6 pieces completed per half term)
KS2: Y6	-Reading- little and often -Times table Rock Stars (TTRS) -Home Learning Challenges: In preparation for KS3, one home learning challenge should be completed each week -SATs revision and practice from the spring term

Half-termly newsletters inform parents of how they can support their child at home with learning routines.

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. Where needed, we adapt tasks so that all children can contribute in a positive way. In KS2, most tasks can be done and submitted electronically via Google Classroom.

We increase the amount of home learning that we give the children as they move through the school, in preparation for subsequent learning.

Parents have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents to encourage their child to complete the home learning tasks that are set and hand them in on time. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home and by discussing the work that their child is doing. As children begin to work more independently on their home learning, parents may not need to help with the activities but may check through/discuss the work before it is returned to school/submitted on Google Classroom.

If parents have any problems or questions about home learning, they should, in the first instance, contact the child's class teacher.

Home-Learning Feedback for children

Class teachers will check home-learning and keep a record of home-learning completed (via Google Classroom / electronic logs where appropriate). Those pupils who regularly miss deadlines will be supported and the home-learning barriers explored. Success/effort in home learning will be celebrated in the same way as class learning, e.g. by allocation of achievement ladybirds and certificates, Delph Ways certificate etc.

In KS2, a half-termly 'Learning Showcase' occurs where the children share that half-term's learning. Adult and peer feedback is given, and other staff members and Governors are invited to come and support the showcase.

Monitoring and Review

It is the responsibility of the headteacher and Governing Board to agree and then monitor the home-learning policy. This is done by the Curriculum and Standards Committee. Feedback from pupils and their families is sought in a range of ways e.g. annual questionnaires, Parent-teacher meetings.

This policy will be reviewed every three years or sooner if practice or legislation changes.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for The Home Learning Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil responses Online learning records	Name D.O.B. Test data / scores	Monitor a child's progress and identify next steps Establish good routines / expectations from pupil	All Staff (as necessary)	Online learning electronic scores / data (e.g. Google Classrooms / Mathletics, SPAG.com) Data is deleted / shredded as necessary	Held on File throughout a child's time in a year group then reestablished annually.

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	