

# THE CROSSWAYS SCHOOLS HOME LEARNING POLICY

## Rationale

Parental partnership is a highly valued strategy towards the success of each individual child's education in our schools. It is therefore an important part of our practice to give parents/carers the opportunity to support their children on curriculum related activities and for children to build on their learning experiences within the school environment.

- Support, reinforce and extend the learning in the school environment.
- Develop positive learning attitudes and skills.
- Promote the school values eg creativity and independence.
- Enable parents to be more aware of what children are learning.
- Involve parents alongside their child's learning in order that the parents can support their child and the work of the school.
- Prepare children for transitions and expectations across key stages, including a move to secondary school.
- Ensure a balance between family time, out of school clubs and 'down time' alongside home learning requirements.

## Guidelines

The majority of home learning will be based on the skills and concepts that have previously been introduced in school and will be used to reinforce this, however, there may be occasions where children are asked to research or think about a topic before the activity is introduced in the classroom.

Home learning will be split between 'the basics' which are activities that children need to undertake on a regular basis eg reading, Mathematics; and learning linked to the topic/ units being taught that term.

### 'The Basics':

- These will be listed on the home learning sheet that will be sent home termly and are expected to be undertaken regularly within each week.
- Reading books to be shared with/ read to a parent or carer ideally every day or at least 5 times a week. The expectation is that each child would achieve at least one certificate (25 home reads) each term and 150 home reads over the year as a minimum. A home read is seen as a 10-15 minute session.
- Language activities such as phonics sounds, key words or spellings to be learned.
- Times tables/ number bonds practice.
- Use of Mathematics website using individual log in. Sometimes the teachers may be specific about which areas they want children to focus on.

### Home Learning Activities:

- At the start of each term the teachers will share the home learning grid for the children to complete that term. There will be a mixture of activities for the children to work on linked to the term's topic and units for that year group.
- On the grid there will be nine activities and the children will be informed how many of them they should complete by the end of term depending on the length of the term. There will be

activities that the teacher will ask all children to complete whereas others can be selected by each child to provide them with choice and independence.

- The style of grid will vary in design from term to term e.g. diamond 9, 3x3 box, with illustrations/varying fonts to add interest for the children, however home learning will be planned across parallel classes to ensure consistency.
- There will be no due date for individual pieces of home learning (unless specifically requested) but on a day in the final week of the term the children will bring all of their pieces of home learning to school to share with the year group and parents.
- The pieces will be set out in the classroom and the children and teacher will have a chance to look at every child's pieces and make positive and constructive comments celebrating what they liked and if there are any ways this could be improved. This will provide the opportunity for each child's learning to have positive and purposeful feedback from the teacher. It will also allow the children to see good ideas from their classmates and possibly use these ideas in their own future home learning pieces.
- Children will be encouraged to make/add comments in an age-appropriate way about the home learning pieces in their own class and their parallel class.
- Before the end of the day parents will be able to come into the classroom to look at all children's home learning pieces as well as their own child's.
- At the end of the day all the pieces can be taken home by the child. Later in the week the comments sheet regarding the children's home learning will be sent home by the class teacher.
- The purpose of this approach is to give children choice within the home learning activities and allow there to be flexibility with the timescales for completion of work in order that home learning does not clash with family life or other commitments.

### **Expectations of children**

- Show full commitment to their home learning and do the best they can for each piece.
- Talk to their teacher if they are unsure of any piece on the home learning grid in good time before the sharing day.
- Complete 'the basics' regularly each week.
- Choose the items on the home learning grid that they wish to undertake along with any specified by the teacher and complete them by the end of term date.
- Bring the home learning pieces into class on the sharing day.
- Bring in items relating to topics/areas of study, for classroom discussion and to show any additional learning they have been doing at home.

### **Expectations of parents**

- Promote the value of completing the home learning activities to a high standard.
- Encourage and support the children to find the best time and place for home learning activities.
- Assist and share ideas with the children at an appropriate level to help them complete the home learning piece without doing it for them or taking over. Discussing ideas, giving a range of suggestions or working alongside the child, where appropriate, will help them develop their own ideas and strategies for learning in the future.
- Write comments and initials in the reading record book to record home reads. Parents can use the reading record book to communicate briefly how well each piece of home learning was tackled by the children, if they wish.

- Ensure all home learning pieces are brought to school on the sharing day.
- If possible, attend the home learning sharing session and comment on children's learning pieces.

### **Expectations of the teaching staff**

- Set a range of home learning activities that support, reinforce and extend the learning in the classroom.
- Ensure all children know what is expected from the activities on the home learning grid and that this is available on the year group page of the website as well as a paper copy.
- Communicate the dates and times for the home learning to be completed and shared with children and parents.
- Provide meaningful feedback to children during the sharing session so that they feel that their efforts are valued, know what they have done successfully and what they could do in the future to develop their learning.

As part of our Special Needs Policy, children needing additional support may have an Individual Education Plan, agreed with parents, outlining targets, tasks and strategies to be carried out at home, as well as in school.

### **Conclusion**

Home learning should provide the opportunity to support, reinforce or extend the learning already covered within the school environment. We believe that our approach to home learning fulfils this aim and will further develop the strong partnership between home and school.

Mark Toogood & Teaching Staff  
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