



Chater Infant School

**An exceptionally high performing professional and learning culture creating excellent achievement for all.**

# Home Learning Policy

## ***Rights Respecting School Agenda***

*We have the right to go to school  
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

***This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.***

Date agreed: October 2021

Date of next review: October 2024

## **Rights Respecting School Agenda**

As a Rights Respecting School, there are two articles that are integral to our Home Learning Policy.

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education  
(from the National Convention on the Rights of the Child)

These two articles have been simplified for the Charter Infant School Charter for children to follow:

We have the right to go to school;  
We have the right to learn.

### **Introduction**

Home learning is anything 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 to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with home learning.

### **Rationale for home learning**

Home learning is a very important part of a child's education, and can add much to a child's overall development. It is sometimes described as 'an essential part of good education'. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see home learning as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that completing home learning activities is one of the main ways in which children can develop these crucial skills.

Home learning plays a positive role in ensuring progress and 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. While home learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in their lives. Many children at this school attend religious, cultural or home language classes after school, others belong to various recreational groups or go to classes such as swimming and dancing.

We believe that children develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

### **Principles and aims of home learning**

- 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 cooperation 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 the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

### **Types of home learning**

Staff and pupils regard home learning as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. We set reading or writing home learning activities routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set home learning as a means of helping the children to ensure that prior learning has been understood.

We set a variety of home learning activities. We give children books to take home and read with their parents in the Nursery and Reception Classes. We give guidance to parents on achieving the maximum benefit from this time spent reading with their child.

We also send reading books home in Key Stage 1, as well as spellings and other reading and writing tasks.

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In Key Stage 1, children are provided with a choice of homework activities to complete. The homework activities will consolidate what has been learnt in school that week. There will be at least four homework activities to choose from. This will include at least one Mathematics and English activity. The other choices will include a topic activity from the foundation subjects. Children will also be given weekly spellings and daily home reading. Homework is sent out using TEAMS on a weekly basis. Parents that do not have access to a computer or TEAMS will be given a paper copy of the homework. It is the teacher's responsibility to post and monitor homework.

Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, during the Year 1 topic on London, we ask children to create a London landmark using junk modelling and bring this into school to show the other children. At the end of the term, Year 2 are given a homework project that is optional to complete.

Completed home learning activities are acknowledged and praised. If there are issues arising from the work, the teacher will follow them up in lesson time.

### **Amount of home learning**

As they move through the school, we increase the amount of home learning that we give the children. We expect children in Key Stage 1 to complete at least two activities from the

choice of homework activities. Children are expected to read their home reading books home every day to read with family members and practise spelling.

We give all our pupils a reading diary in which parents and teachers make any relevant comments. Each class teacher will inform parents about the days that homework is set so that parents can support their child.

From time to time additional homework may be given to support a topic that the children are doing at school

Additional homework is provided for children receiving Right to Read and Chater Counts additional support. Home Learning in each year group

<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<p>Children borrow a book once a week from the Nursery Library.</p> <p>Weekly tasks that relate to what is being taught in the following week.</p> <p>Levelled reading book (one book a week) from Spring Term</p> <p>During longer school holidays the children will be asked to complete a small project.</p>	<p>A library book (once a week)</p> <p>Levelled reading book (one book a week)</p> <p>Reading set words matched to the child's phonics phase.</p> <p>Weekly tasks that relate to what is being taught in the following week.</p> <p>During longer school holidays the children will be asked to complete a small project.</p>	<p>Weekly Spellings linked to the Year 1 Common Exception Words and phonics</p> <p>Reading comprehension and Writing activities throughout the year</p> <p>Additional handwriting activities for targeted children</p> <p>Individual banded reading books sent home for daily reading practice (three books a week)</p> <p>A library book (once a week)</p> <p>Creative Task (half termly)</p> <p>Year 2 transitional summer homework (Project on Holidays)</p>	<p>Weekly Spellings linked to the Year 1 and Year 2 Common Exception Words and phonics</p> <p>Reading comprehension and Writing activities throughout the year</p> <p>Additional handwriting activities for targeted children</p> <p>Individual banded reading books (at least twice a week)</p> <p>A library book (once a week)</p> <p>Homework project (End of Term)</p>

### **The Creative Task**

In Year 1 and Year 2 the children are given a creative task which is linked to the topic for the half term. This is set to actively promote and support opportunities for parents or older

siblings to support the children with a fun, creative activity. Children are encouraged to discuss ideas and work together with parents, siblings or other relatives on these fun, collaborative tasks.

### **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 are named on the register of special educational needs, we refer to those pupils' support plans. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

### **The role of parents**

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/carers to listen to their children reading and encourage their child to complete the home learning 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, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. Parents/carers are also encouraged to take their children to visits to museums, parks & other places of interest. Children also learn and consolidate best through practical activities such handling money, telling the time and cooking.

We ask parents to check and sign the home–school reading diary and to discuss the child's home learning activities regularly.

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

### **Use of ICT**

The use of ICT and the Internet 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. Teachers in KS1 will be sending the homework out via TEAMS unless a paper copy of the homework has been requested from a parent. There are many websites containing highly educational material which can have a powerful effect on children's learning. These websites can be found on the Teaching and Learning page of the school website. Parents/carers are advised always to supervise their child's access to the Internet.

Children have access to the Purple Mash, Oxford Owl, 5 a day and Espresso website from home and are able to utilise a wealth of activities to support their learning. Each child has their own password. Children are able to save their work at home and are welcome to show their work in school.

Parents are welcome to use Microsoft Teams and class email addresses to communicate some home learning opportunities.

Please see Remote Learning Policy for further information on Home Learning.

### **Home Learning Club**

We are aware that some parents and carers have difficulty supporting their children's home learning. We will be providing a Home Learning Club every week. Parents/carers are invited to attend the club where they will be supported to help their children complete home learning tasks by school staff.

### **Monitoring and review**

The Key Stage Leader is responsible for coordinating and monitoring the implementation of this policy within the Year Groups.

Class teachers are responsible for implementing and monitoring home learning for the children in their class. Class teachers are responsible for speaking to parents about home learning and listening to their child reading at home at least four times a week. A record of children's home learning and home reading should be kept.

It is the responsibility of our governing body to agree and then monitor the school home learning policy. This is done by the Curriculum and Standards Committee of the governing body.

Parents complete a questionnaire each year and their viewpoint about home learning is valued and welcomed.