

Home Learning Policy

This Policy sets out KCA's agreed approach to Home Learning. Its purpose is to:

- establish an entitlement for each year group in terms of quantity, frequency and quality of home learning activities provided by the school;
- provide guidance for teachers and staff setting home learning activities;
- provide guidance for parents/carers on supporting their children with home learning;
- ensure that our approach to home learning is consistent across the school;
- ensures that Home Learning is manageable but effective for pupils, teachers, parents and carers.

We place a high value on home learning because it:

- can help to develop an effective partnership between the school and parents and other carers in pursuing the aims of the school;
- assists parents/carers in becoming more knowledgeable about the school curriculum;
- allows parents/carers to become more involved in the assessment of children's progress;
- consolidates and reinforces skills and understanding, particularly in literacy and numeracy;
- makes use of all kinds of home learning resources including family members;
- extends school learning, for example through additional reading;
- encourages pupils to develop the confidence and self-discipline needed to study on their own, preparing them for the requirements of secondary school.

Guidelines for parents and carers supporting home learning activities:

- Families should understand that their involvement is very helpful – the school rarely expects pupils to complete home learning completely independently. Discussion is always beneficial.
- Home Learning is an excellent opportunity for home and school to work together in the interests of improving learning.
- No specialist knowledge is required – discussion and listening is the crucial contribution. Children learn as they attempt to explain their thinking.
- It need not be the parents who help. Any trusted person (brother, sister etc.) can provide support. It doesn't need to be the same person every time.
- Home Learning can be completed and discussed in any language. Parents/carers should use the language of the home if this is helpful. If a home language is used, discuss with the class teacher how this will be assessed e.g. self-assessment, parent/carer translates for the teacher.
- If parents/carers experience problems or have concerns about home learning, they should arrange to meet the class teacher to discuss them.
- In order to concentrate on Home Learning, pupils need an appropriate space to learn. If possible, this should be quiet and uncluttered. If it is difficult to find such a space, a public library could be an alternative.

Guidelines for teachers and staff setting home learning activities:

- Each year group has a minimum level of home learning which must be provided for each pupil.
- Wherever possible, this home learning should be differentiated appropriately, and in some cases it should address Targeted Action Plan (TAP) targets.
- There should be a clear routine for bringing completed home learning into class e.g. written home learning should be placed in a labelled tray on entry to the classroom, and then stored in home learning folders. Home learning is given out every Friday and should be completed by the following Wednesday to give the teacher time to provide feedback before the next home learning.
- The return of home learning to school should be carefully monitored - a register should be maintained and consistent punctual completion should be celebrated.
- Home learning should be assessed appropriately and discussed wherever possible to draw out learning issues and areas needing attention or further practice and reinforcement.
- Build home learning into curriculum planning.
- Provide clear guidance for those supporting the child at home where necessary.
- Value any responses from home.
- Evaluate home learning during class time.
- Subject Leaders should provide more detailed guidance for staff on home learning activities within their subject areas.
- Use the Academy VLE as a vehicle to provide further home learning opportunities.

At the Academy, we aim to provide ten types of home learning for pupils in a balanced and varied diet:

- Activities appropriate for Nursery and Reception;
- Reading: PACT (Parents and Children Together); poems and rhymes;
- A range of writing activities, including book reviews, stories, poems, reports, letters, articles;
- Spellings at different levels of difficulty to learn using 'look-say-cover-write-check';
- Handwriting practice;
- Maths skill practice e.g. multiplication tables, maths investigations, data collection;
- Extended research, including interviewing family members;
- Consolidation and reinforcement of class work in any curricular area;
- Science investigations, explorations, research, data collection;
- Class learning to be completed or extended.

The Virtual Learning Environment (VLE):

- The VLE provides many opportunities for interactive home learning activities, including forums and learning dialogues.
- Teachers can also use the VLE to communicate and receive home learning as well as to share the results with the class or whole school community.
- The school is committed to ensuring maximum access to the VLE for all children (this is monitored through periodic surveys) and where access is difficult, children should be encouraged to access during the school day.

Monitoring and evaluation:

- The Phase Leaders are responsible for monitoring the home learning within each phase.
- The Assistant Headteacher evaluates the effectiveness of home learning across the school and works with Phase Leaders to address any issues.
- The Senior Leadership Team will discuss on a termly basis the quality of home learning and makes any recommendations for changes to this policy arising from practice and/or research.
- The governors' Learning and Teaching Committee reviews this Policy annually.

Recommended content and quantity at KCA

YEAR	Activities which should be provided as home learning
N	A range of suggested learning activities discussed with parents/carers.
R	Daily reading, including poems and rhymes. Phonics and handwriting activities (including rainbow words). Activities related to project work. Practical Maths activities in the summer term
1 75 minutes per week	Weekly spellings. Daily reading. Weekly letter/word-based activities e.g. word families. Weekly Maths (practical activity or skills practice).
2 75 minutes per week	Weekly spellings. Comprehension activity or using spellings for sentences. Daily reading. Weekly Maths (practical activity or skills practice). Fortnightly Science practical activity.
3 100 minutes per week	Weekly spellings. Daily reading. Daily multiplication tables. Weekly Maths or Literacy activity, with a focus on personal targets. Weekly word/sentence level work. One piece of extended research each term (e.g. Science, History).
4 100 minutes per week	Weekly spellings. Daily reading. Daily multiplication tables. Weekly Maths or Literacy activity, with a focus on personal targets. Weekly word/sentence level work. One piece of extended research each term (e.g. Science, History).
5 150 minutes per week	Weekly spellings. Daily reading. Daily multiplication tables. One area of Maths or Literacy weekly, with a focus on personal targets. Half-termly research project (e.g. Science, History) leading to a written or oral report.
6 150 minutes per week	Weekly spellings. Daily reading. Daily multiplication tables. One area of Maths and Literacy weekly, with a focus on personal targets. Half-termly research project (e.g. Science, History) leading to a written or oral report.

Document Control

Written by	Emyr Fairburn
Ratified by Governors	November 2016
Date for Review	November 2019
Signed – Chair of Governors	
Signed – Headteacher	