

CROSSHALL JUNIOR SCHOOL
ACADEMY TRUST

Home Learning Policy



SUMMER 2013

Crosshall Junior School's Home Learning Policy

The purpose of this policy is to:

1. ensure consistency of approach throughout the school;
2. ensure progression towards independence and individual responsibility;
3. ensure parents/carers have a clear understanding about expectations for themselves and the children;
4. extend and support learning;
5. provide opportunities for parents and children to learn and enjoy in partnership.

Why Home Learning is Essential

At Crosshall Junior School our children are expected to attain the very highest standards in all that they do and this includes the activities they undertake out of school.

We aim to raise the achievement of all children, and believe that Home Learning is a vital link in the working partnership between children, parents and staff in pursuing success for all.

Learning at home is an essential part of good education. Regular home learning is important, as it gives children the opportunity to practise at home the tasks done in class and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and later in adult life.

Worthwhile tasks that are completed at home enable children to appreciate the help and support of their families in **'thinking together'** and enable parents to help and be involved in their children's education. It also has an important role to play in reinforcing and extending the learning and teaching that has taken place in the classroom.

Home Learning is not just exercises carried out by children on their own; it is the involvement of parents in joint activities, which is most valuable.

Aims

- To foster a close link between parents/school and the wider community in order to inform and encourage participation
- To widen children's learning experiences and to raise the awareness of parents to the availability and variety of additional learning resources e.g. town library, ICT, seeking the experiences of others
- To reinforce, consolidate and extend the learning experience within the classroom and to help teachers monitor its effectiveness
- To promote self confidence, self discipline, motivation and responsibility in planning, organising and delivering through independent learning
- To complete unfinished tasks when appropriate
- To raise awareness that school is only part of the life-long learning process and therefore to extend school learning, e.g. through additional reading
- To enable more rapid progress to be made
- To encourage parents to become more involved in their children's learning

Making Home Learning Successful

Successful home learning depends on many factors such as:

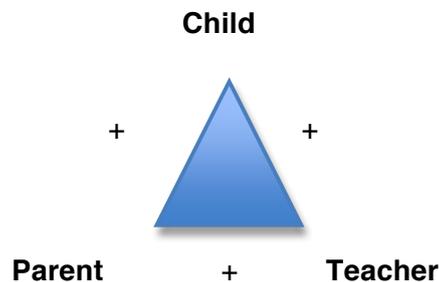
- how interesting or engaging the task;
- what kind of day the child has had at school;
- when the task is due back;
- the task's length and challenge;
- the place where the task is done;
- the time when it is done;
- how much encouragement and support a child gets at home.

This is a powerful mix of factors and not always easy to get right, so what needs to be done and who is responsible?

The Power of Three

The responsibility for each child's education rests with three key people:

- the child;
- the parent;
- the teacher.



Replace any plus with a minus and learning becomes less effective.

The single most important ingredient of success at school relies on the power of three to work together well.

Responsibilities of the Teachers

- To set appropriate Home Learning tasks which are interesting and at the right level so that it takes all children a similar amount of time to complete
- To ensure that passwords to access online resources (Starz, Mathletics, AR, Spellodrome) are appropriately administered
- To ensure tasks are fully understood, the purpose is clear and where possible allow the children a choice of ways in which to complete their task
- To check that Home Learning has been done and give feedback
- To celebrate, recognise and reward effort and successful learning
- To provide a Home Learning Club, (outside of lesson time) where children who have not completed the task, or have not returned it, may work
- To set and collect tasks on agreed days so that a routines can quickly be established (See Parents' Curriculum Profile on the website)
- To follow-up parental concerns
- To contact parents/carers when two Home Learning tasks have not been completed or submitted
- To ensure that there is no holiday Home Learning, though advice or activities which are non-compulsory may be provided

Responsibilities of the Child

- To listen carefully to instructions for the set tasks
- To ensure that necessary books and equipment are not left at school
- To ensure that passwords to access online resources (Starz, Mathletics, AR, Spellodrome) are accessible
- To print out the task/s if necessary
- To tackle tasks promptly and with a positive attitude
- To make the time to complete work to his/her highest standards
- To discuss difficulties with the teacher as soon as they arise
- To ensure parents know the task/s to be completed and to ask for support if necessary
- To ask parents to check, sign and comment (as necessary)
- To hand in completed tasks on or before the due date
- To make full use of all the opportunities with which they are presented

Responsibilities of the Parents

- To know what the school expects of children and parents
- To support the school in explaining to their child that Home Learning is valued and aids learning

- To talk to their child about what he/she is learning and **to be actively involved** in the Home Learning (but not do the work for him/her!)
- To provide somewhere peaceful for their child to work without the distractions of television, other family members and pets
- To provide suitable equipment, a clear table space and good light
- To encourage their child to do his/her best at all times and praise him/her when Home Learning is completed
- To listen to any worries and to get in touch with the school as necessary
- To support their child, by promoting that he/she submits work on time
- To try to arrange supporting activities such as going to the town library or visiting museums/galleries
- To check, sign and comment as necessary on their child's Home Learning when they are satisfied that it is of an acceptable standard

Tasks

Time allocations

It is expected that children will spend **at least** the following times on home learning activities each week.

Year Group	Reading and Discussion *	Spelling / Phonics	Writing	Maths	Mental Maths	Approx total time spent
Year 3	Three times (15 mins each)	Weekly (15 mins)		Maths activity (20 mins)	Number bonds / multiplication tables practice (10 mins)	1 hour 30 minutes
Year 4	Three times (15 mins each)	Weekly (20 mins)		Maths activity (20 mins)	Number bonds / multiplication tables practice (10 mins)	1 hour 35 minutes
Year 5	Three times (15 mins each)	Weekly (15 mins)	Writing activity (30 mins)	Maths activity (30 mins)	Number bonds / multiplication tables practice (10 mins)	2 hours 10 minutes
Year 6	Three times (15 mins each)	Weekly (15 mins)	Writing activity (30 mins)	Maths activity (30 mins)	Number bonds / multiplication tables practice (10 mins)	2 hours 10 minutes

* In the front of the Lower School Reading Diary, there are prompts to help parents when discussing reading with their child.

The school appreciates that many children have other clubs and activities that they do each night, so they should spend no more than ninety minutes in any week on the writing, spelling and maths tasks combined.

Curriculum Profiles outlining the work covered for each topic are sent out to parents at the start of each term.

There will be no Home Learning set during holidays, test or parent consultation weeks, though advice or activities which are non-compulsory may be provided.

Differentiation

- Weekly reading, spelling/phonics, writing and maths tasks will be set according to ability
- Open ended tasks and the element of choice will allow for differing levels of teacher expectation
- Children with specific Special Educational Needs will access tasks by suitable differentiation
- More open-ended tasks will be offered to suit the needs of higher attaining children

Assessment / Marking

Feedback for children, parents or carers and teachers

On setting the task, the expectation regarding the standard of work required will be made clear to the children. Teachers will respect the amount of time and effort that has been spent on the task and praise accordingly.

It is important that feedback is given to children as quickly as possible.

This is given in several ways:

- immediately by parents or carers;
- discussion in class where the task is a part of the class work;
- through tests such as tables or spellings;
- completion of spelling activities;
- children marking their own Home Learning;
- children reviewing the work done in small groups;
- Formative Assessment methods such as self evaluation, peer evaluation and parental evaluation;
- presentation of Home Learning in class and school assemblies;
- further showcasing;
- individual comment from teacher on written assignments.

The teacher will always review and assess the Home Learning.

Teachers encourage and praise Home Learning which is returned on time and completed to a good standard.

Unfinished/Un-returned Tasks

Parents/Carers will receive a phone call after two pieces of Home Learning have not been handed in, or remain unfinished, and co-operation will be sought. Repeated failure will result in a letter being sent home with this policy, and may result in a meeting between the teacher and the parents, or a phone-call to devise a strategy to deal with the problem.

Non-compliance - regular difficulties experienced by a child will be noted and the parents / carers will be contacted by their child's teacher to discuss the problem. The focus of the meeting will be constructive and the solution positive.

Home Learning Club

This is at lunchtime. The aim of this is to support children who have been unable to complete their activities.

Review and Monitoring of Home Learning

As with all school activity, parents/carers are invited to discuss any queries with their child's class teacher. Teachers are always interested to know how children carried out activities, whether they were too hard/ too easy/ interesting, etc. Parents may also comment on whether the time allocation was appropriate or whether the activity was too short/too long.

The class/set teacher is responsible for ensuring that the demands of Home Learning are manageable for children and parents.

It is important that children enjoy their experiences at school and home.

The Team Leaders and Vice Principal will monitor the consistency of approach across each year group, across the school and the stages, including the implementation of the policy.

There will be communication with parents to review the policy through Parents' Consultations and the annual questionnaire, which is published with the end of year report.

The school will ensure that a copy of our Home Learning Policy is on the school website.



CROSSHALL JUNIOR SCHOOL

Dear Parent/Carer

Your child has not completed/not submitted his/her Home Learning on occasions in the past

He/She has not completed/not submitted the following:

- maths
- writing
- spelling/phonics

At Crosshall Junior School our children are expected to attain the very highest standards in all that they do and this includes the activities they undertake out of school.

We aim to raise the achievement of all children, and believe that Home Learning is a vital link in the working partnership between children, parents and staff in pursuing success for all.

Learning at home is an essential part of good education. Regular home learning is important, as it gives children the opportunity to practise at home the tasks done in class, and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and later in adult life.

Worthwhile tasks that are completed at home enable children to appreciate the help and support of their families in **'thinking together'** and enable parents to help and be involved in their children's education. It also has an important role to play in reinforcing and extending the learning and teaching that has taken place in the classroom.

Home Learning is not just exercises carried out by children on their own; it is the involvement of parents in joint activities, which is most valuable.

If you would like to discuss the situation, please contact me via the School Office.

The next Home Learning tasks will be issued on:

ready for completion by:

Thank you for your support,

Yours faithfully,

Please acknowledge receipt of this letter.

A copy of the Home Learning Policy accompanies this letter.

CROSSHALL JUNIOR SCHOOL

Dear Parent/Carer

Your child has not completed/not submitted his/her Home Learning on occasions in the past

He/She has not completed his/her Spellodrome work.

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ready for completion by:
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Thank you for your support,

Yours faithfully,

Please acknowledge receipt of this letter.

CROSSHALL JUNIOR SCHOOL

HOME LEARNING

Dear Parent/Carer

Your child has not completed his/her target of reading three times per week with an adult, on occasions in the past

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The next reading target will be ready for completion by:

Thank you for your support,

Yours faithfully,

Please acknowledge receipt of this letter.