

Cam Hopton Church of England Primary School (Voluntary Aided)

'Life in all its fullness'

HOME LEARNING POLICY

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This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

CAM HOPTON CHURCH OF ENGLAND PRIMARY SCHOOL

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CONTENTS

1.0	Introduction.....	3
2.0	Rationale for Home Learning	3
3.0	Aims and Objectives	3
4.0	Types of Home Learning	3
5.0	Amount of Home learning	4
6.0	Inclusion and Home learning	4
7.0	The Role Parents and Carers.....	4
8.0	Use of Home Computing Facilities.....	4
9.0	Monitoring and Review	5
10.0	Related Policies.....	5

1.0 Introduction

Home learning is anything children do outside the normal school day that contributes to their learning. This can be in response to guidance from school, or activities parents plan for their children to foster interests. For example: parents and carers who spend time reading stories to their children before bedtime; help children when telling the time; support with counting money to buy things at the shops; or more formally practising phonics and multiplication facts, are all ways to support home learning.

2.0 Rationale for Home Learning

Home learning is a very important part of a child's education and can add much to a child's development. The school sees home learning as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners; we believe that doing home learning is one of the main ways in which children can acquire and consolidate essential life skills. However, we also acknowledge the important role of play and free time in a child's growth and development.

Whilst home learning is important, it should not prevent children from taking part in various out-of-school clubs and other organisations that play an important part in the lives of our pupils. We are aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

3.0 Aims and Objectives

The aims and objectives of home learning are to:

- Focus on the essential mathematical and literary learning the school has identified as essential life skills.
- Help children take more responsibility for their own learning.
- Encourage independence and self-discipline.
- Develop good work habits for secondary school, higher education and future employment.

4.0 Types of Home Learning

In Reception children are expected to read daily and practice their phonics tasks.

In Key Stage 1, children are expected to read daily, practice weekly spellings and maths in everyday life activities.

In Key Stage 2, children are expected to read daily, practice times table facts and maths in everyday life activities, and complete one piece of written homework per term (either a creative writing opportunity, or a reading comprehension task). The written task should be handed in on the date directed by the class teacher.

In Year 6, in addition to daily reading and multiplication facts, children are set weekly English and mathematics to complete in their study guides.

Class teachers will provide a termly Home Learning handout detailing an essential maths skill (for example: telling the time, using and understanding money). In Key Stage 2, this will also include details of the written English task for the term. Home Learning handouts are available on individual Class Dojo platforms and the school website.

5.0 Amount of Home Learning

As the children move through the school, the amount of time children are expected to participate in home learning tasks increases.

The current home learning expectations are:

- Reception: 1 hour per week
- Years 1 and 2: 1 hour per week
- Years 3 and 4: 1½ hours per week
- Years 5 and 6: 2½ hours per week.

6.0 Inclusion and Home Learning

We set home learning for all children as a normal part of school life. We ensure that all tasks are set appropriately, according to age-related expectations; we endeavour to adapt any task set, so that all children can contribute in a positive way. We shall endeavour to make appropriate adaptations to home learning for pupils with special educational needs or disabilities (SEND), to foster a sense of inclusion with their classmates.

7.0 The Role Parents and Carers

Parents and carers have a vital role to play in their child's education, and home learning is an important part in this process. We ask parents and carers to encourage their child to complete the home learning tasks and support them in the process. We ask parents to provide their children with the sort of environment that allows them to do their best, and to discuss the task that their child is engaged in.

8.0 Use of Home Computing Facilities

The offer to use home computing facilities is permitted but not compulsory. The use of computing 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.

There are many websites containing highly educational material, which can have a powerful effect on children's learning. Parents and carers are advised always to supervise their child's access to the internet.

Some of the most important educational software we use in school can be bought by parents on a home-user licence. This ensures that children are using age-appropriate software in their work at home. The school will supply interested parents with details.

9.0 Monitoring and Review

The Senior Leadership Team is responsible for coordinating and monitoring the implementation of this policy. Children's home learning is regularly reviewed by staff as part of the school's annual self-evaluation.

10.0 Related Policies

The present policy is related to other Cam Hopton Church of England Primary School policies, as listed below:

- E-Safety.
- Feedback and marking policy

Cam Hopton CE Primary School is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to serve the community by providing high quality education and promoting Christian Values.