



Great Missenden C of E Combined School Home Learning Policy

Home learning is an essential and valuable element of a child's education, but it must be purposeful and meaningful.

We must communicate to our children that learning is a privilege, never a punishment. It may be hard work at times, but when children realise the connection between home and school learning, it can be rewarding and exciting.

Aims – we aim to:

- ensure gradual progression in length and types of task from Key Stage 1 to Key Stage 2
- ensure the needs of individual pupils are taken into account
- ensure parents/carers have a clear understanding of expectations for themselves and their children
- extend and support the learning experience via reinforcement and revision
- improve the quality of learning experience which is offered to pupils
- provide opportunities for parents, pupils and the school to work in partnership
- provide opportunities for personalised learning
- encourage self motivation
- prepare children for future learning
- provide purposeful links between class lessons and research at home
- enable children to apply their knowledge to a new challenge

Content

Home learning is an extension of school learning so it may encompass all areas of the curriculum.

In the first half of each Autumn Term, reading is the focus of home learning (although other subjects may also be set). Learning Logs are introduced in the second half of the Autumn Term.

Throughout the year, regular reading is expected to take place at home every day, in addition to any other home learning set.

Spelling lists are also given as part of the Literacy home learning and are tested in a variety of ways in the class, such as in written work, through formal style testing or in comprehension exercises.

In KS1: Spellings are linked to the phonics being learned in class

In KS2: Spelling lists of at least three different levels of difficulty are offered to the children, and they choose which list to learn, in line with our policy of “Challenge For All”

Time allocation

Year groups will set the following amount of work in each year group, in addition to daily reading.

Years 1 and 2	1 hour per week
Years 3 and 4	1.5 hours per week
Year 5	2 hours per week
Year 6	2.5 hours per week

Flexibility is essential, and children should be given a reasonable number of days to complete home learning tasks, because many have other commitments after school.

Communication

Up to Year 5, the reading record is the main channel of communication, unless home/school link books have been set up (agreed for a few specific children). Parents are asked to sign these once a week and teachers should also sign them weekly and this is an effective way of communicating any concerns.

In Year 6, children are issued with home learning diaries. Parents are asked to sign these once a week and teachers should also sign them weekly. These diaries encourage personal organisation skills, in preparation for secondary school.

Parents are told that if a child has difficulty they should not spend hours worrying about it, but should leave it and ask for further explanation.

Learning Logs

Learning Logs are a unique, personalised learning resource that encourages parents to work with their children at home. In Learning Logs, the children will record their responses to a learning challenge set by the teacher each week. There is no set format and children are able to use a range of methods to complete their weekly learning tasks, personalising their learning. A task will be clearly explained and written in the log or stuck in. The time spent on the task is flexible but should follow the guidelines set out for year groups above. Feedback on home learning is provided in many different ways, depending on the task set. It may be a display of successful work, individual marking, comments from the class teacher, children presenting or sharing their learning logs to the class or a test on the information learned at home.

Occasionally children may wish to present their homework electronically e.g. by making a Powerpoint presentation. Ideally children should print a copy of their work to bring into school and hand in with their Learning Logs. Alternatively each year group has a designated e-mail address, which the teachers will access, in order to look at the home learning completed and sent in via e-mail. Please note the following addresses must be used and home learning should not be sent to the school office:

year1homelearning@greatmissendschool.co.uk

year2homelearning@greatmissendschool.co.uk

year3homelearning@greatmissendschool.co.uk

year4homelearning@greatmissendschool.co.uk

year5homelearning@greatmissendschool.co.uk

year6homelearning@greatmissendschool.co.uk

The above addresses are not used for communication.

Monitoring

Teachers should monitor home learning and respond quickly if a child falls behind. The following steps should be taken:

- 1: Reminder to the child.
- 2: The child may be asked to complete the task during their playtime, if appropriate. A Home Learning catch-up club is also run one day a week at lunchtime.
- 3: Notes to parents in reading records.
- 4: A letter or phone call to parents to discuss the issue or to request a meeting with the class teacher or head teacher.

Each classroom has a Home Learning Board, where tasks are displayed as a reminder for children or if they were absent when the work was set. This is kept up-to-date for each half term so that a clear record of all tasks set is available.

Policy reviewed and updated May 2016
Caroline Taylor