



Barrow CEVC Primary School

Inspire, Create, Discover, Together



Home Learning Policy

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Reviewed by:	Mrs Lucy Smith
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National Teaching School
designated by



National College for
Teaching & Leadership

What is Home Learning?

At Barrow, we define “home learning” as any work or activity that pupils are asked to do outside of lesson time, either on their own or with parents or carers. The work may be set by teachers or parents or generated by the pupil themselves.

The Purpose of Home Learning

- To develop an effective partnership between the school and parents and carers in pursuing the aims of the school
- To consolidate and reinforce skills and understanding in Mathematics and English
- To take full advantage of the learning environment at home
- To extend school learning, for example through additional reading and research
- To encourage pupils to develop the confidence and self-discipline needed to study independently
- To inspire and stimulate new learning and interest in school topics and themes

Our Approach to Home Learning:

- Ensure consistency and continuity of approach throughout the school
- Ensure progression towards independence and individual responsibility
- Ensure parents/carers have a clear understanding about expectations from themselves and the pupil
- Ensure the needs of the individual are taken into account
- Extend and support the learning experience via reinforcement and revision
- Provide opportunities for parents, pupils and staff to work in partnership
- Provide opportunities for parents and pupils to work together to enjoy learning experiences

For our Home Learning policy to be effective, teachers, parents and pupils must be committed to working in partnership. Any work undertaken must be valued and appropriate feedback given.

SEND

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. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

Home Learning Guidelines

The type of home learning tasks and the amount of time required to complete them are at the individual class teacher’s discretion. Home learning will often be used to recap - and develop - children’s learning from the preceding week.

On occasion, ‘Whole School Home Learning’ activities may be set, where there is a common theme or event spanning all year groups or if the children are contributing to a wider project. E.g. A challenge to contribute to the design of a new school logo or a school value art and craft activity.

Home learning is an important extension of classroom learning. It helps to cement the ideas that children learn at school, helping things sink in further and expanding their knowledge. Home learning can take various forms, consisting of:

- Solving problems of a mathematical or scientific nature.
- Answering a series of questions.
- Writing creative prose and short stories.
- Keeping a journal of holiday or weekend experiences.
- Preparation for a test, such as a spelling test, where you need to learn certain word spellings.
- Looking things up in on the Internet to improve research skills.
- Finding things out about themselves or their families
- ‘Show what you know’ tasks, which allow children to share their learning in whichever way they choose and include whatever information they are confident in sharing.

Typically, alternate weekly home learning tasks for Years 1-3 will comprise:

- One piece of maths or English work (to be completed on Google Classroom)
- A list of words and sentences to rehearse for tests in school the following week
- Daily reading

Home learning is sent on Fridays and is expected in on the second subsequent Friday.

Year 4 and Year 5 sends home learning weekly with weekly timetables in addition to the rest of the school.

Home learning tasks are sent home on our Google Classroom platform. Children are expected to complete the tasks set and upload evidence of their home learning by taking photos or uploads of their work and ‘turning’ them in.

Home Learning Expectations

See appendix 2 for our home learning expectations. This overview shows the progression of home learning from Reception through to Year 5.

Home Learning in EYFS

Children in Reception are not expected to complete specific home learning tasks or learn spellings. Instead, they are often provided with phonics or number-based learning activities to do at home. These might be presented in the form of flash cards or laminated writing practice packs. Year 1 children may also receive phonics tasks to complete at home, particularly in the early part of the year.

Home Reading

It is expected that children read at home on a regular basis, with the guidance being at least 3/4 times per week. Children’s reading activity at home should be recorded in their reading log book, which is sent home every day. School staff will ensure that children have opportunity to change their reading books once they have completed them at home.

Half Term/Holiday Home Learning

Children are set half term or holiday tasks, which will contribute to the start of a new topic or theme. These will often be festival or competition-based challenges and typically involve a creative activity. These are designed to allow children to explore, experiment and find a solution to the brief with support from their parents/carers.

Responsibilities in Respect of Home Learning and the Home Learning Policy

The Headteacher will:

- Promote the Home Learning policy to staff, parents and pupils.
- Monitor and evaluate the efficiency and effectiveness of the policy.

The Class Teachers will:

- Set regular home learning activities which will include both practical and written tasks
- Provide adequate and appropriate feedback to pupils through praise and encouragement, marking or testing (as appropriate).
- Set high expectations of pupils in completing home learning.
- Provide further learning opportunities through the home learning log (**see Appendix 2**) such as links to online research or learning games.
- Keep a running record of frequency of hand in and quality of home learning (**see Appendix 1**)

Parents and carers should:

- Provide a suitable place where your child can do their home learning, somewhere reasonably peaceful, with supervision if appropriate.
- Make it clear to your child that you value home learning, and support the school in explaining how it can help raise attainment.
- Ensure and check that tasks are completed on time and to a suitable standard.
- Encourage pupils and praise them when they have completed home learning task
- Communicate with school via the home learning book or directly as appropriate. This can be achieved through designated 'parent comment' boxes on the home learning log format introduced in the Autumn Term of 2016-17 (**see appendix 2**).
- Contact the child's class teacher if they have any questions or concerns regarding home learning

Pupils should:

- Be responsible for taking care of the home learning book
- Do their best to complete task as instructed
- Ask for help as appropriate

Home learning should benefit teachers, pupils and parents by providing support and information to enable pupils to build confidence and make progress.

Monitoring and review

- Termly monitoring of home learning will be carried out by the Senior Leadership Team. Principally, monitoring will be focused on:

- Types of tasks set by teachers
- Quality of marking and feedback by teachers
- Level of pupil engagement
- Level of parent engagement

It is the responsibility of our governing body to agree and then monitor the school home learning policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire during the school's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or between OFSTED inspections, by any parent. Our governing body may, at any time, request from our Headteacher a report on the way home learning is organised in our school.

Appendix 1 – The Teacher’s Home Learning Record

Appendix 2 – Home Learning Expectations

EQUALITY IMPACT ASSESSMENT

Part A :- SCREENING EIA							
General Information							
1. Title of the policy or practice being assessed:							
Home Learning Policy							
2. Aim(s) of the policy or practice being assessed:							
At Barrow, we define "home learning" as any work or activity that pupils are asked to do outside of lesson time, either on their own or with parents or carers. The work may be set by teachers or parents or generated by the pupil themselves							
3. Type of policy or practice being assessed:							
Existing				Proposed			
4. Name of person responsible:							
For the policy or practice				For completing this EIA			
Lucy Smith				Lucy Smith			
5. Which members of our school community are affected/likely to be affected by the policy or practice?							
Pupils	Staff	Parents and carers	Governors	School volunteers	Visitors to the school	Other –	
6. Does or could this policy have a negative impact on any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X
Undertake a full EIA if any answer is 'yes' or 'not sure'.							
7. Does or could this policy help promote equality for any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X
Undertake a full EIA if any answer is 'no' or 'not sure'.							

Any adverse impacts are explored in Part B :- the Full Impact Assessment below.

Part B :- FULL EIA			
1. Identify the aims of the policy and how it is implemented. ➤ ➤			
2. Assessment of impact (with regard to protected characteristics)			
Protected Characteristics	Assessment of impact	Consideration of alternative measures or adjustments.	Consu
Age			
Disability			
Gender			
Gender identity			
Pregnancy or maternity			
Race			
Religion or belief			
Sexual orientation			
3. Monitor for adverse impact in the future ➤ ➤ ➤			
4. Publication of results of the impact assessment ➤ ➤ ➤			

Part C :- EIA ACTION PLAN				
Actions recommended as a result of this impact assessment.				
Issue/Objective	Action required	Lead person	Timescale	Resource implicatio
