

Furneux Pelham CE Primary School

Home Learning Policy



Roots to grow,
Wings to soar

Approved by: Curriculum Pupil Welfare **Date:** May 2024

Next review due by: May 2027

At Furneux Pelham School, we believe that home learning not only reinforces classroom learning but helps children and young people to develop skills and set firm roots for the attitude needed for successful lifelong learning. It should support the development of independent learning skills, including the habits of inquiry and investigation, and it should help to foster the role of parents and carers as co-educators of their children. We will make every effort to combat disadvantage and ensure equality of opportunity wherever possible.

Aims of the Policy:

- To encourage pupils to develop the confidence and self-discipline required for individual study.
- To ensure progression towards independence and individual responsibility.
- To consolidate and reinforce knowledge, skills and understanding, particularly in English and Maths.
- Provide opportunities for parents and pupils to enjoy learning experiences together.
- To encourage even the youngest children to enjoy exploring and sharing activities from school with their parents and wider family.
- To develop an effective partnership between the school and parents.
- To ensure that parents have a clear understanding about expectations from themselves and the pupils.
- To provide opportunities for parents to share and praise achievements and progress.
- To ensure consistency of approach throughout the school.
- To ensure the needs of the individual are taken into account.
- To prepare children for each new phase of their education.

Equality and Diversity

Each class teacher will ensure home learning tasks are accessible and appropriate for all pupils in their class. Adjustments will be made to support children with recognised special educational needs. In this way, we hope to promote success and learning for all.

Roles and responsibilities

The Senior leadership team will ensure that home learning is:

- An integral part of the curriculum and is planned and prepared alongside all other programmes of learning.
- Appropriate to the age, ability and circumstances of the pupils, taking into account special educational needs.
- Coordinated in order to be manageable and meaningful for children.
- Communicated effectively to parents, in terms of expectations for all.

Class Teachers will ensure that:

- Pupils and parents are given clear explanations of Home Learning tasks. This will include the day the work will be set and the deadlines for completion.
- Tasks are set and marked in line with whole school guidance and agreed expectations.
- Pupils understand the learning purpose of the tasks.
- It is clear to pupils how their tasks consolidate and extend the learning they are doing in school.
- They inform parents/carers if a pattern of avoidance develops or there appears to be any other issues relating to home learning.

- Success is celebrated, tasks are responded to and feedback given, as appropriate, on a regular basis.

Pupils will be expected to:

- Demonstrate a commitment to spending an appropriate amount of time completing the tasks set.
- Write in pencil or handwriting/ink pen in the school's handwriting style, not felt tip pens unless appropriate for the task.
- Present their learning in line with presentation guidelines.
- Return their learning by the due date

Parents/carers can support by:

- Make it clear to their children that they value home learning and are willing to support the school with their approach. This includes encouragement and praise at all levels.
- Encourage the children to take pride in their work.
- Monitor home learning and inform their child's teacher if an issue arises.
- Support children to plan their time and meet deadlines.
- Give teachers any useful feedback
- Provide a suitable place in which home learning can be completed, whether working alone or with an adult.

Following e-safety guidelines, we ask parents/carers to ensure that computers with access to the Internet are located in a family room where they can monitor their child's use of internet sites.

Content and Expectations

The main focus of home learning will be to develop, practise and consolidate key knowledge, skills and understanding in a range of skills across the curriculum. Home Learning in maths will be set weekly and will consolidate learning from the previous week in school.

Home learning will be a combination of formal exercises to support progress but may also include activities to be completed in collaboration with or supported by family members. This might include reading, researching or teaching another member of the family something they have learnt or using Knowledge Organisers to quiz and learn key facts, dates, people, places etc. which will in turn support their learning in school.

An overview of the tasks that are set each week will be sent to parents at the start of each academic year. This will be in the form of a clear overview that can, if required, be displayed in the home to support the routine of completing home learning. The overview may be shared on further occasions during the school year, as a regular reminder of expectations. Parents will be expected to support pupils adherence to these expectations and deadlines – this is an important life skill for pupils. Teachers will communicate with parents if there is an issue with pupils failing to meet deadlines.

Use of Artificial Intelligence

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Furneux Pelham School recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils may use AI tools as a research tool to help them find out about new topics and ideas.

As this will have no impact upon their learning, pupils may not use AI tools to write their home learning assignments, where AI-generated text is presented as their own work. Should staff suspect that AI-generated text is used, pupils will be asked to re-do and resubmit their home learning assignment.

Expectations for pupils

Although there are currently no DfE set requirements for the amount of home learning set each week, the following provides a guide to what might be a typical expectation as children move through the school:

Year Group	Suggested Time Allocation (Average per week)	
Reception (Foundation Stage)	½ hour across the week	These suggested time allocations include reading and the other on-going activities such as times tables learning.
Key Stage 1 – Years 1 & 2	1 ½ hours across the week	
Key Stage 2 – Years 3 & 4	2 hours across the week	
Key Stage 2 – Year 5	2 ½ hours per week	
Key Stage 2 – Year 6	2 ½ hours per week	

Communication

Foundation Stage to year 3

All children will have a Home /School Diary. The purpose of the diary is to provide a link between home and school, sharing comments, issues and concerns, and to communicate progress on home learning tasks and reading.

The class teacher will look at the diary daily and initial it. Where comments have been made by parents the teacher will respond either verbally or by writing a reply in the diary. Where entries from home are not up-to-date – e.g. no reading has been completed, the teacher will follow this up immediately.

To aid home – school communication spelling stickers will be stuck in the diary weekly as will maths home learning stickers.

Year 4 to year 6

All children will use a Home Learning Diary to enable them to organise their home learning. For example the date of their termly presentation or when they intend to complete a home learning task.

The diaries are also used by parents and children to record reading done and for parents to record any comments about their child's reading. At the end of the week both a parent and the class teacher sign the diary. Where class teachers job share, the timing of this may vary.

Any comments parents have about home learning should be written in the diary; the teacher will respond accordingly either verbally or in writing.

The role of parents in supporting pupils

It is very important that parents support the school in the matter of home learning and praise its value to their children so that it is seen as part of their learning as a whole and a valued activity. Parents can help by providing a suitable place where their children can concentrate on their learning and appropriate materials eg pencils, pens, rulers.

It is beneficial for parents to go through the home learning with their child before they start and then to discuss the completed work when finished. Younger children may need help to complete their tasks and older children may need encouragement to work independently but will also benefit from help and adult supervision. However, the home learning tasks will usually be a continuation of class activities or a reinforcement of current topics and should not present a problem to any child. If there are concerns parents should contact the class teacher.

If parents choose to take children on holiday during term time the school does not supply home learning for this period.

Monitoring and Evaluation

This policy is reviewed as part of the Governor's review programme. The views of staff, pupils and parents may be sought in this process.