



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 the curriculum so it may encompass all areas of the curriculum. Literacy focus programmes have been introduced to promote further progression in the key skills of reading, writing and speaking and listening. Strengthening these key skills will help children in all other areas of the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 & Y2	Reading focus.	Tasks across the curriculum	Speaking and Listening focus.	Tasks across the curriculum	Writing focus.	Tasks across the curriculum
Y3 & Y4	Reading focus.	Learning Logs Numeracy	Speaking and Listening focus.	Learning Logs Numeracy	Writing focus.	Learning Logs Numeracy
Y5 & Y6	Reading focus.	Literacy Science Numeracy and Topic.	Speaking and Listening focus.	Literacy Science Numeracy and Topic.	Writing focus.	Literacy Science Numeracy and Topic.

* Regular reading is expected to take place at home, in addition to any other home learning set. Reading record books should therefore be written in and signed at home at least 3 times a week.

Time allocation

Year groups will set the following amount of work in each year group.

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

Teachers will provide parents/carers guidance on amount of time expected for each task and the completion date. 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

In Key Stage 1 and year 3, the reading record is the main channel of communication, unless home/school link books have been set up (agreed for a few specific SEN children). Learning logs are currently being used in Year 2, 3 and 4. 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.

In the remainder of Key Stage 2, children are issued with home learning diaries. Parents are asked to sign these once a week and teachers should also sign them weekly. Children are provided with a home learning book in which children are usually expected to complete their tasks.

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.

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 or a test on the information learned at home.

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.
- 3- notes to parents in home learning diary.
- 4- letter or phone call to parents to discuss the issue or to request a meeting with the class teacher or head teacher.