

# William MacGregor Primary School

## Home Learning Policy



**Reviewed by staff, governors, pupils and parents: September 2017**  
**Next review: November 2018 (unless required earlier)**

Our School Vision



Here at William MacGregor Primary School staff, children and governors work hard to *achieve*, are *inspired* by each other and other people further afield and have *aspirations* for their short and long term futures. Our vision, established in September 2011, encompasses this ethos.



**As a Rights Respecting School, the *United Nations Convention on the Rights of the Child* is at the heart of all we do. This policy reflects the following articles:**

*Article 3:* The best interests of the child must be a top priority in all actions concerning children.

*Article 5:* Governments must respect the rights and responsibilities of parents to guide and advise their child so that, as they grow, they learn to apply their rights properly.

*Article 18:* Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child's parents work.

*Article 28:* Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

*Article 29:* Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## **Home Learning**

A good, well-managed programme of home learning helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Home learning also supports the development of independence and provides parents with an opportunity to take part in their children's education.

A whole school approach has been adopted in the preparation of this home learning policy, in consultation with staff and parents.

At William MacGregor Primary School, we believe in embracing opportunities to extend learning at home, to involve parents in their children's learning, to encourage independent learning and to develop work habits in preparation for secondary school.

The guidelines in this policy are intended to encourage home-school partnerships and to make home learning a relevant, interesting and worthwhile experience for the children of our school. Home learning should not cause distress to pupils, parents or teachers.

### **What is Home Learning?**

Home learning refers to any work or activities which pupils are asked to do outside lesson time, either independently or with parents or carers.

### **Aims and Objectives of the Home Learning Policy**

- To develop an effective partnership between school and parents and underline the importance of parents' role in home learning.
- To consolidate and reinforce skills of understanding, particularly in English and Maths
- To encourage children, as they get older, to develop the skills necessary for independent learning.
- To ensure progression towards independence and individual responsibility, by taking account the needs of each pupil.
- To prepare Y6 pupils for secondary transfer and the work expected of them at secondary level.
- To ensure parents have a clear understanding about expectations from themselves and the pupil.
- To ensure a consistent and manageable approach throughout the school.

## The Purpose of Home Learning

- It creates opportunities for effective partnership between school and parents.
- It encourages parents to work with their children in an enjoyable learning situation.
- Staff and pupils regard home learning as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning;
- It helps to consolidate and reinforce skills and understanding of all pupils, giving opportunity for practise and contributes to the challenge of raising attainment;
- It gradually develops independent learning and a sense of responsibility in pupils.
- It encourages the use of resources not always accessible in school.
- It gives opportunities for longer-term research for projects.
- It gives pupils experience of working to deadlines.
- It gives opportunities to support pupil assessment.

## Weekly and half termly expectations

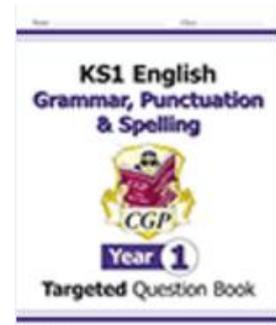
The focus for home learning is to practice and embed basic skills in English and Maths as well as develop skills in responsibility and organisation.

Each week children in Yr1 through to Yr6 will be required to practice times tables in preparation for a weekly test. In addition, children in Yr1 to Yr6 will be required to read at home at least 5 times a week. To evidence this, a parent signature or initial is recorded in the child's school planner 5 times each week.

In addition to the weekly, times tables and reading, children in Years 1, 2, 3, 4 and 5 may complete additional EGPS (English Grammar, Punctuation & Spelling) and Maths homework if they wish to. This additional home learning will be matched to the learning taking place in English and Maths lessons and provide additional practice for the child. Year 6 children will be required to complete this home learning as well as their times tables and reading.

This home learning will be given using a GCP Publication for EGPS and Maths.

The level of challenge will be matched to the child's ability and key stage.



To complement our curriculum themes, children will also be set a creative project to complete each half term. This project is optional for the children and not compulsory.

As we appreciate the importance and effectiveness of home learning, it plays a major part in our Home-School agreement. We are aware, however, that many children undertake family organised activities (Brownies, Cubs, swimming lessons, music lessons, etc); we continue to regard these as important to the children's development and celebrate all children's achievements outside of school in our weekly achievement assembly.

## **Ladybirds**

For the Ladybirds children the first term will focus on reading books without words, practising letter formation and learning initial sounds (phonemes). Children will begin to use Bug Club.

From spring term Ladybirds will begin to write sentences as they are able, continue to practise taught phonemes and will be expected to read on Bug Club at least 5 times a week.

A parent's signature is required in the child's school planner to show that children have been practising their sounds and reading.

## **The Role of the Teacher**

- Class teachers are responsible for setting weekly spellings, time tables and reading matched to each child's needs. Teachers will also set a creative project related to the curriculum theme to be completed (if the child wants to) by the end of the half term.
- Class teachers will give spellings and times tables at least 5 days before the test.
- Each class teacher is responsible for marking and rewarding home learning.
- Children are awarded house points for effort.
- Parents are aware of the following week's learning. Teachers glue in a short synopsis of this in children's school planners each week. Weekly home learning, as well as additional optional home learning, will be included on this sheet.
- Parents are issued with home learning guidelines, to provide a clear understanding about their expectations at the 'Meet the teacher' event.

### **Dyslexic Children:**

Teachers use recommended guidelines when planning for children with dyslexia, recognising that good teaching for dyslexic children is good for all children.

Teachers use a multi-sensory programme of teaching and learning ;using pictures, plans, flow charts, tapes, videos and Dictaphones to encourage alternative ways of recording use of ICT, use of key words and displays, encourage the use of line trackers and bookmarks, teach a structured cumulative phonic programme, encourage cursive handwriting, allow sufficient time for activities and use lots of praise.

### **SEND Children**

Children with additional needs will receive home learning that is matched to their needs and individual targets. It will support their learning journey and motivate them to achieve. The SENCo will review home learning for SEND pupils termly to ensure it is meeting this purpose by carrying out pupil learning conversations and talking to class teachers and parents.

### **Monitoring and Evaluating the Home Learning Policy**

- Teachers are responsible for monitoring and evaluating the effectiveness of the home learning tasks they set for their own class.
- Staff meeting time will be given to whole-school evaluation of home learning and the success of its implementation.
- Parents' evenings provide opportunities for discussion of home learning issues as well as providing feedback in the annual parent questionnaire.

### **Home Learning Guidelines**

#### **The Role of the Parent/Carer in Supporting Pupils**

Parents are encouraged to show children that they value their home learning by providing a reasonably peaceful, suitable area in which pupils can work; ensuring sufficient time is set aside for home learning, at an appropriate time. They are encouraged to help their children with their home learning, encouraging and praising them, but also to support independent learning where appropriate. Parents of all children can become actively involved in joint homework activities, giving immediate feedback to their children.