

Mountfields Lodge Primary School



Home Learning Policy

Aim High, Reach for the Sky

Introduction

We prefer to talk of 'Homework' as 'Home Learning'; we view this as any work or activity which our pupils are asked to do, *or choose to do*, outside lesson time, either on their own or with parents/carers.

The aim of this policy is to set out the school's approach to Home Learning.

In Mountfields Lodge we consider that Home Learning, like most things in education, is all about '**quality** and not quantity'; simply setting large volumes of work tasks to do at home does not have any positive or beneficial impact.

Philosophy

The school's philosophy concerning home learning is that it should be relevant and enjoyable, providing an opportunity for parents and their children to work together to develop positive attitudes to learning in general.

When used appropriately, formal learning opportunities set by school for a child to complete at home, *can play* a positive role in developing the knowledge, skills and understanding of that child. **However**, we do *also acknowledge* the important role of play and free time in a child's growth and development, and while home learning opportunities set by school *are important*, they should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an equally important part in their lives.

At Mountfields Lodge we believe that primary aged children *should* enjoy a variety of learning experiences in and out of school and that set home learning tasks or opportunities should be balanced with family activities, attendance at clubs etc.

We believe that our pupils develop their skills, interests and talents to the full when parents/carers support the school approach and encourage them to make maximum use of the experiences and opportunities that are available outside of school, including relevant learning tasks assigned by school.

Our Aims for Home Learning for the Child:

- To generate and develop **confidence** and **self-esteem** in each child
- To encourage an **inquisitive nature** and an intrinsic desire to learn throughout life
- To instil in each child **high expectations of effort** and **achievement**.
- To develop **organisational skills** and **independence**.
- To promote our school's **EPIC qualities** in the child (a desire to **Explore** their learning; the need to **Persevere** in their learning; the aim of being an **Independent** learner; being able to **Communicate** their learning to others, clearly)

Our School Aims for Home Learning:

- To **consolidate and reinforce skills and understanding**, or to introduce new learning
- To enable parents to become involved in their child's learning, supported by school
- To give children **choice and ownership** over their home learning as they get older, e.g. three in a row tasks/EPIC tasks, and to take greater responsibility for their learning
- To encourage children as they get older to **develop the confidence, self-discipline and good work habits** needed to study on their own and prepare them for the requirements of secondary school and their future.

Teachers should:

- Set home learning with clear, accessible-for-all instructions, provide resources as appropriate and allow time in class for children to clarify the task
- Set home learning that is appropriate to the age and ability of the child
- Provide feedback as appropriate; this may involve teacher marking of home learning, peer marking or self-assessment
- Monitor the completion of home learning, identifying any barrier(s) that school might be able to help address i.e. access to home learning devices.

Children should:

- Ask their teacher if they are unsure what to do
- Access their own Seesaw account (Y1-6) using their personal log-ins
- Endeavour to complete the home learning task(s) within the agreed timeframe
- Take pride in the work they do
- Exhibit EPIC qualities as a learner

Parents should:

- Use parent log-ins to access Seesaw (Y1-6) to monitor their child's response to the home learning
- Use parent log-ins to access Tapestry (EYFS) to share learning undertaken at home
- Take an active interest in home learning tasks, helping their children as they feel necessary and talk to the child's class teacher if they have any questions or concerns about home learning
- Provide space and time for children to complete home learning

Equal Opportunities:

- We set home learning for all children as a normal part of school life.
- We aim to ensure that all tasks set are appropriate to the ability of the child and endeavour to make them accessible to children regardless of ability, social and cultural background, religion, sexual orientation, physical or emotional needs.
- We endeavour to adapt what is required of children so that all children can contribute in a positive way.
- Where necessary, when a child may not have access to appropriate resources, we will endeavour to provide the necessary resources for the child to complete the home learning.

Types of Home Learning:

- 1) **Reading:** As a Reading School we actively encourage our children to read and engage in reading activities. We recognise how valuable being able to read is. We also recognise how enjoyable it can be to the individual; whether sharing a book with someone or immersing oneself in a good read, reading is important in opening up the world to our children. We encourage them to read on a daily basis to develop the literacy skills necessary to enhance not only their reading but also their skills as a writer. We use Reading Diaries as a communication between home and school and parents, and the children are encouraged to make use of these.
- 2) **Maths:** 'Fluency of recall' is the prime focus for any Maths home learning; this ranges from 'Froggy Maths' in KS1 to TTRS (Times Tables Rock Stars) in KS2. Other resources may be used but the focus will always be on fluency.
- 3) **EPIC:** Home learning that promotes the development in our children of the EPIC qualities of being a learner – **Exploration** of their learning and the 'want' to find out more;

Perseverance and knowing that effort may be required and mistakes may be made; **Independence** as a learner, relying on 'self' and understanding that someone else doing the work for them will not help them learn; and **Communication**, be this through drawing, writing, modelling, painting, constructing...the need to be able to communicate their learning is essential.

Monitoring, Evaluation and Review:

Effectiveness of this policy will be monitored, evaluated and reviewed by the Senior Leadership Team; this will be done through pupil attitude surveys, discussion with staff and parents and through our children by use of interviews, scrutiny of home learning tasks set and evaluations of events.