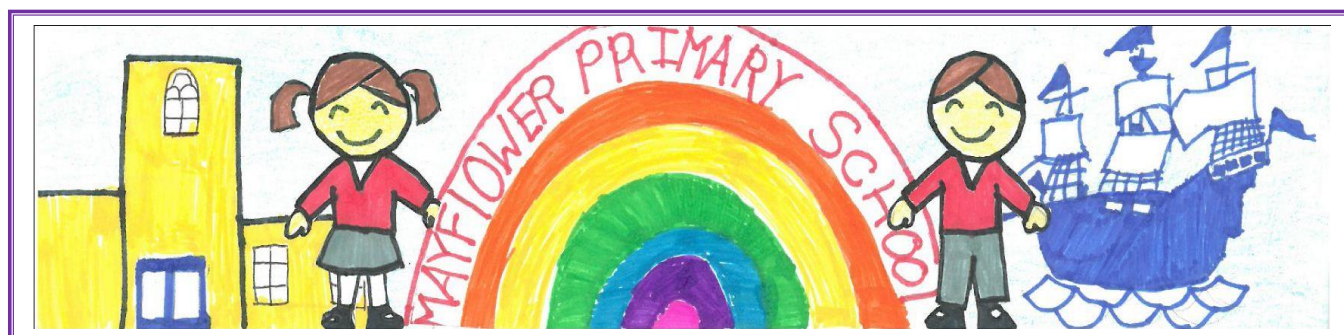
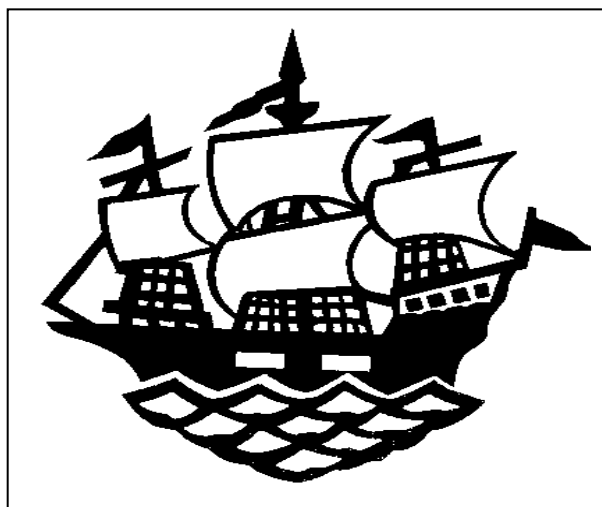


# MAYFLOWER PRIMARY SCHOOL



## HOME LEARNING POLICY 2023-2024

At Mayflower Primary School, we recognise that learning is a continuous process with little demarcation between home and school. Given the very high motivation of our children and our mission of creating global citizens and lifelong learners, it is perfectly natural that they will want to engage with learning outside of the classroom. This policy will agree the parameters of our work in this area, with a core understanding that home-learning should only support learning that has already taken place in the classroom, and makes an active contribution to preparing children for their secondary transition.

<b>Policy Date:</b>	Sept 2022	<b>Version: 1</b>	
<b>Policy Review Date:</b>	Sept 2024	Head Teacher: Luke Whitney	
<b>Ratified by Governing Body:</b> September 2022			
Mr. K. Bhogaita	(Chair of Governors)	Insert Signature	

## **Policy Statement**

At Mayflower Primary School teaching staff recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon and have an opportunity to play. We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. swimming, dance, sport, Beavers, Brownies, music lessons etc. We believe that home-learning activities should be set but should not promote resentment, friction and conflict. Home-learning should be used to effectively consolidate and/or extend what is learned in school. Home-learning is planned to be meaningful. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school. This approach aims to support children's growing perception about their ability to complete a task outside the school environment. It also fosters the skills of independent learning. We all recognise the importance of providing positive feedback to the children and, being generous in our praise, within the context of our expectations of each pupil's achievement. We encourage children to follow up an aspect of school work by visiting different sources of information e.g. the local library, the Internet, etc. We want the children to think of this work as valuable and as a challenge. It should be undertaken to the best of their ability. We hope parents and carers will be willing and able to give their active support to ensure that work done at home is completed conscientiously and in the best possible conditions. Parents are primary partners in the education of our pupils. We are mindful that tasks may need to be differentiated for children with SEND.

### *Introduction*

This is our policy for the provision of home-learning to pupils and has been drawn up in accordance with guidance issued by the DfE. It also reflects some of our core values around learning, reflecting our children's intrinsic motivation to learn and always do their best. As children move through our school, we recognise they will attain greater levels of independence, and our home-learning provision will reflect this. Equally, an effective home-learning provision will motivate our children to do their very best, and learn in depth about subjects that mean the most to them. Finally, effective home-learning is an opportunity for parents and children to work together, and in so doing, the learning partnership between home and school will be strengthened.

### *Home-Learning – a Definition*

Home-learning is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. At Mayflower Primary School we see work done at home as a valuable part of school work, but should never be viewed as a replacement for teaching that takes place in the classroom. A good home-learning activity will ensure that children can deepen their understanding of what has been taught in class, and will also give parents high expectations in respect of their children's independence. All home-learning should be able to be completed independent of adult support, although help from parents will certainly help to enrich outcomes, and strengthen the learning partnership between home and school.

## *The Purpose of Home-Learning*

The school regards the purpose of home-learning as being to:

- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school. Home-learning will therefore be an important feature of the school's Home-School Agreement to share what is learned at school with parents/carers;
- consolidate and reinforce skills and understanding, particularly in Literacy and Maths;
- utilise resources for learning, of all kinds, at home and elsewhere;
- extend school learning, for example through additional reading;
- encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school.

## *Policy Aims*

Through this policy we aim to:

- ensure consistency of approach throughout the school;
- ensure progression towards independence and individual responsibility;
- ensure the needs of individual pupils are taken into account;
- ensure that children, parents and carers know what to expect;
- improve the quality of learning experience offered to pupils;
- extend and support the learning experience via reinforcement and revision;
- provide opportunities for parents, pupils and school to work in partnership;
- provide opportunities for parents and pupils to work together to enjoy learning experiences and share what is learned at school;
- encourage children to develop long term strategies for future needs;
- provide opportunities for our children to really deepen their understanding of the world around them;
- at year 6, to prepare children for secondary transfer. What we do today, matters tomorrow.

## *Current Practice*

At the beginning of the academic year, each year group will be informed of what is expected of them with regard to home-learning. Parents are also issued with guidance which outlines the topics to be covered throughout the year in core and foundation subjects, as well as relevant online links. The school's website collates all home-learning, and this helps to ensure clear communication, and also an opportunity for pupils to be reminded of the tasks that have been set. These resources can be accessed via the following link:

- <https://www.mayflower.leicester.sch.uk/pupils.html>

## *The Nature of Home-Learning*

The nature of home-learning will change as children get older. For children in Reception and Key Stage 1, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective. Short activities of different kinds - simple games, learning spellings and number facts and reading together - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment. As children get older, home-learning provides an opportunity for them to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 6 their home-learning programme will cover a wide range of tasks and curriculum content. This approach will benefit their learning and also ensure that, in relation to home-learning as much as to other aspects, their transition to Year 7/Secondary school is as smooth as possible. Home-learning will be differentiated to take account of individual pupils needs and may include:

- finding out information
- reading in preparation for lessons
- preparing oral presentations
- written assignments

## *Time Allocation*

The amount of time and the focus of home-learning set by the school will reflect the broad guidance issued by government. Some of our children may wish to devote more time, and this could be reflective of their interest in the subjects that are being explored. The following advice broadly covers our expectations:

- EYFS: No set allocation, all activities are posted via the Tapestry platform
- KS1: 2 activities per week, lasting between 20-30 minutes each, with occasional opportunities for extended study around PBLs and the arts

- LKS2: 2 activities per week, lasting 30 minutes each, with opportunities for extended study around PBLs and the arts
- UKS2: 2-3 activities per week, lasting 30 minutes each, with timetabled opportunities for extended study around PBLs and the arts

### *Special Educational Needs*

Setting the right type and amount of home-learning for children with special educational needs will need careful consideration by the class teacher and co-ordination with both the SENDCo and parents. The objectives of home-learning outlined in this policy should apply equally to pupils with special educational needs. Whilst SEND children may benefit from special tasks separate from the home-learning set for other children in the class, it is important that they should do as much in common with other children as possible. Home-learning tasks for SEND children should:

- have a very clear focus and time-guideline;
- give plenty of opportunities for pupils to succeed;
- help develop social as well as other skills where necessary;
- be varied - and not purely written assignments;
- be manageable for teachers.

### *The Role of Parents and Carers in Supporting Pupils with Home-Learning Activities*

The school recognises that parents and carers have a key role to play in supporting pupils' home-learning. The nature of this role will change as children get older. For much of their home-learning, particularly with younger children, parents and carers will be encouraged as far as possible to become actively involved in joint home-learning activities. To avoid conflict over home-learning we recommend:

- that children should be allowed to work at an appropriate pace;
- acknowledgement should be given to their own interests;
- the task is undertaken at an appropriate time when the child is best able to concentrate (try not to leave it to the last minute);
- your child may need lots of encouragement, praise and even your company for certain tasks;
- that work at home is perceived as a shared activity;
- work at home should be planned around other interests to avoid clashes;

- it should not be used as a threat or punishment.

Your HELP, ENCOURAGEMENT and PRAISE are the keys to success. We ask you to provide a reasonably peaceful, suitable place in which pupils can engage with their home-learning – alone, or more often for younger children, together with an adult. We do not envisage a primary school child spending time in isolation with work she or he may find difficult.

### *Concerns*

If you have any concerns about the levels of home-learning or the content etc., please see your child's class teacher. Do not let your child get upset about home-learning, if there is a problem come in and speak to the teacher about it; something can be worked out. Home-learning can be used as a form of communication from parent/carer to teacher and vice versa e.g. parents/carers can write a comment that their child needed a lot of support, teachers can ask parents to help with an activity.

### *Feedback*

The school recognises the importance of providing prompt and accurate feedback to pupils, parents and carers on how well home-learning tasks have been tackled and the knowledge, skills and understanding that are being developed. A variety of methods will be used to provide feedback ranging from an appropriate comment of praise, appreciation or area for improvement to a grade or mark, sticker or stamp, and these will vary according to the age of the pupil. Home-learning is also celebrated via the 'Well-Done' Blog, is displayed in school, Tweeted via the Twitter-Feed, and in Upper-Key Stage 2, is built into the progression of lessons where children will bring their home-learning into school (project-based) and peers can provide feedback on what has been achieved (Learning Log). Finally, teachers will discuss home-learning as part of the termly progression of parent consultation meetings.

### *The Planning and Co-ordination of Home-Learning*

Home-learning will be planned within year-group and phase planning meetings. The Phase Leader will ensure continuity and progression of the home-learning set. Home-learning tasks will also be posted online via the school's website, enabling children and parents to feel well informed about the process.

### *Informing and Consulting Parents and Carer about the Home-Learning Policy*

The school will use newsletters, social media channels, the website, letters, and WeDuc to inform parents and carers about the school's home-learning policy and secure their involvement. Questionnaires will also be used on a progressive basis across each academic year, and home-learning will be part of this progression. Parents will be consulted about any significant changes to the policy that are being considered by the Governing Body, and these will be published in-line with requirements. Copies of the policy will also be published online, and can be accessed via the following link:

- <https://www.mayflower.leicester.sch.uk/policies.html>

### *Other Childhood Activities*

We value the time children spend with their families; therefore, the school does not believe that home-learning should get in the way of pupils' participation in other enriching activities such as sports, hobbies and visits. As far as practically possible, the school will work with parents and carers to ensure that all pupils have the opportunity to participate in such activities.

### *Equality of Opportunity*

All staff recognise that some children may be disadvantaged by the expectations the school may set around the provision of home-learning activities. To help address this, care will be taken to ensure that success is not predicated on the use of expensive IT options, and that a range of different responses will suffice. In exceptional circumstances, and in-line with the school's wider remit to support disadvantaged learners, specialist equipment will be provided or loaned by the school to ensure equality of opportunity. Phase Leaders, the PPG Champion, the SENDCo and Head Teacher will all support this process and ensure that all learners are equally supported to complete home-learning to the highest standard possible.

### *Policy Review*

The Policy will be reviewed as required and will consider opinions of pupils and parents/carers, obtained through surveys and questionnaires. This will be completed every 2-years.

### *Policy Links*

It is recommended that this policy is read in conjunction with the following school policies, all of which have been published online:

- SEND Policy
- Safeguarding and Child Protection Policy
- Pupil Premium Policy
- Equality Policy and Objectives
- Positive Behaviour Management Policy
- Learning and Teaching Handbooks (EYFS, KS1 and KS2)
- Anti-Bullying Policy
- Wellbeing Policy

Signed: \_\_\_\_\_ (Chair of Governors)

Signed: \_\_\_\_\_ (Head Teacher)

Date: \_\_\_\_\_