



Lindley CE Infant School

Home Learning Policy

May 2016

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
A McGoverin	May 2016	May 2019

Learning Together: Achieving Together

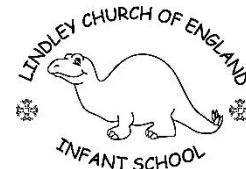


Respect
Friendship
Trust

Our school is an inclusive community.
It is a place where everyone is valued and all achievements are praised, celebrated and encouraged. All children are inspired to develop their unique God given talents in a safe, happy and caring environment.

Aims:

- *Through a strong set of Christian values, children and adults are encouraged to respect themselves. They are taught to respect the rights and needs of others, thereby equipping them with the skills and attitudes to become successful global citizens of the future.*
- *To support children in developing a reflective approach to life and sensitivity to all God's creation by providing an awareness and experience of the living Christian faith through our strong Christian ethos.*
- *To support all children in reaching their full potential by providing a personalised education.*
- *To treat everyone with equality and fairness*
- *To have high expectations in a secure, friendly and caring atmosphere that rejoices in effort and success but where it is safe to make mistakes.*
- *To provide children with excellent learning experiences ensuring that learning is fun and exciting.*
- *To promote the health and well-being of our pupils and staff through a well planned, creative curriculum in an environment that promotes healthy lifestyle choices.*
- *To encourage and value the contributions that adults make to the education and care of our children.*
- *Through our firm Christian foundation we encourage the school and wider community to work together in partnership, promoting community cohesion whilst strengthening and enriching the life of the school.*



INTRODUCTION

Lindley CE Infant School is an educationally inclusive school where the learning and teaching, achievements, attitudes and well-being of every young person matter. All children have equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

SINGLE EQUALITY ACT

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. For any changes an impact assessment will be carried out.

The Single Equality Scheme ensures Lindley Church of England Infant School has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

RATIONALE

At Lindley CE Infant School we aim to ensure that each pupil achieves their potential and that they leave the school with the skills and knowledge they will need to make a fulfilling contribution to society. Home learning can effectively extend the time that children spend on learning, providing them with opportunities to reach higher levels of attainment and make greater progress. Study skills, research skills and independence can also be enhanced through Home learning activities. Home learning can support the attitude that learning is not confined to the classroom but that it is an open-ended and life-long activity. Home learning can also improve the links between home and school, providing parents with opportunities both to support their children as they learn and to become more closely involved in that process.

PURPOSE

Home Learning activities should be interesting, enjoyable and of value both through the activities suggested and from the response of the adults involved. Home Learning is not intended to be a chore, or a punishment. The Home Learning policy should not over-burden children or families. Out of school time is an opportunity for children to be involved in family, church, mosque and other activities e.g. uniformed organisations, sports etc. All families have busy lives, and it is not our intention to create difficulties within the context of family arrangements. Expected hand-in dates are generous in timescales, but if necessary, these timescales can be extended by prior discussion with the class teacher concerned.

AIMS

- To ensure that parents are clear about what their child is expected to do.
- To ensure consistency of approach throughout the school.
- To use Home Learning as a tool to help to continue to raise standards of attainment and enjoyment of learning.
- To improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- To provide opportunities for children, parents and the school to work together in partnership in relation to pupils' learning.
- To encourage pupils and their parents to share and enjoy learning experiences.
- To reinforce and consolidate learning covered in class by providing further opportunities for the individual pupil.
- To practise or consolidate basic skills and knowledge, especially in Maths and English.
- To encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare children for future learning and ensure that Year 2 pupils are prepared for the transfer to junior school.

ROLE OF THE CLASS TEACHER

- To set up regular Home Learning in an easily followed routine.
- To ensure that Home Learning is set consistently.
- To set Home Learning that takes equal opportunities into account.
- To ensure that Home Learning set is purposeful and links directly to the taught curriculum.
- To set Home Learning which varies in type and style.
- To mark Home Learning and give feedback to pupils and parents where appropriate.
- To share completed Home Learning with the class where appropriate and celebrate effort and achievement.

ROLE OF THE SENIOR LEADERSHIP TEAM

The SLT will monitor the effectiveness of home learning, consulting with staff, parents and children. They will monitor the administration of home learning in line with the policy.

GUIDANCE FOR PARENTS

Below you will find broad guidelines to help you support your child in home learning tasks. It would be greatly appreciated if you could:

- Make it clear to your child that you value their home learning, and ensure they understand that it will help with their learning at school.
- Support and praise your child's efforts.
- Allow time for daily reading whenever possible. This can take the form of you reading to your child, listening to your child as they reading, or, if they are fluent readers, read on their own for at least 10 minutes a day. Reading practice and listening to others read continues to be essential throughout primary school.

TYPES OF HOME LEARNING

Reception	
Activity	Frequency
Sound Books	Twice a week
Guided reading	Weekly
Home Reading Book (unseen)	Weekly
Maths Challenge	Weekly
Optional Reception Home Learning	
Word boxes – phonics, tricky words, spelling	Weekly (Checked several times throughout the week in school)
Home-school books including topic tasks	Half Termly
Maths games	Weekly
Phonics sheets with the sound book	Twice a week
Library	Weekly
Themed week projects: Anti-bullying, memory leaf etc	Occasional

Year One	
Activity	Frequency
Spelling Test	Weekly
Guided reading	Weekly
Home Reading Book (unseen)	Weekly
Maths Challenge	Weekly
Optional Year One Home Learning	
Topic Tasks	Half Termly
Curriculum linked research challenge	Occasionally
Bring an object made from a different material	Weekly during Materials Science topic
Wordboxes (Green/purple + blue)	Weekly (Checked several times throughout the week in school)
Phonics Screening Practice	Weekly After Easter
Library	Weekly
Themed week projects: Anti-bullying, memory leaf etc	Occasional
Targeted Year One Home Learning	
Spelling challenge book (G&T)	Weekly
Fine motor activities	Ongoing
Letter formation book	Ongoing

Year Two	
Activity	Frequency
Spelling Test	Weekly
Guided Reading Book	Weekly
Home Reading Book (unseen)	Weekly
Mental Maths Test / Minute Maths Test	Weekly
Optional Year Two Home Learning	
Topic Tasks	Half Termly
TT Rockstars: Times table challenges	Ongoing
Library	Weekly
Themed week projects: Anti-bullying, memory leaf etc	Occasional
Targeted Year Two Home Learning	
Spelling challenge book (G&T)	Weekly
Fine motor activities	Ongoing
Word Boxes	New List Weekly
Caterpillars (Tricky Words)	Ten words Weekly
First Class @ Number	Fortnightly game per 8 weeks
Reading Friends	One book weekly per 10 weeks on the scheme
Book reviews (G&T)	Fortnightly
Boys into Books	Weekly

Children with Special Educational Needs

Teachers will consider carefully the needs of individual children and think about how they can best work with parents and carers to support their learning, including their personal and social development.

Teachers will ensure that children with special educational needs are given good quality Home learning tasks where appropriate and work with the school's Special Educational Needs Co-ordinator (the SENCO) to make sure that it is appropriate to their development.

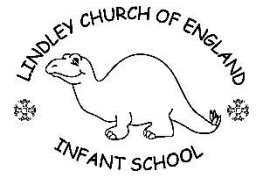
Gifted and Talented Children

Teachers will consider carefully the needs of individual children to ensure that Home Learning tasks are challenging. Extension type activities or activities that can be differentiated by outcome may be set.

Teachers are able to consult with the Gifted and Talented Coordinator who will be able to direct them to additional materials held at the school and suitable web sites.

EQUALITY IMPACT ASSESSMENT

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. For any changes that affect equality for all, an impact assessment would be carried out. This policy has been assessed for Equality Impact Assessment and has a low priority.



REVIEW AND EVALUATION

Regular consultation on the policy will be undertaken with children, parents and staff through meetings and surveys. Parent consultation evenings will provide an opportunity for parents to comment on their child's application and commitment to home learning.

There is an annual review of this policy by the Senior Leadership Team.

Policy to be reviewed in May 2019.

Policy agreed at the Governors' meeting on 15th June 2016