



**METROPOLITAN BOROUGH OF CALDERDALE**  
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**CURRICULUM AND ASSESSMENT DOCUMENTATION**

**HOME LEARNING – POLICY AND PRACTICE**

	Date	Chair of Governors	Headteacher
Adopted	September 2001		
Reviewed	June 2006		
Reviewed	July 2009		
Reviewed			
Reviewed			

**CURRICULUM AND ASSESSMENT DOCUMENTATION**

**HOME LEARNING POLICY AND PRACTICE – REVIEWED JULY 2009**

**1. Introduction**

This policy is a statement of the aims, principles and strategies for the setting and completion of Home Learning.

**2. Rationale – The importance of Home Learning**

The school recognises that Home Learning can have a considerable benefit to children's learning. The school therefore sets tasks for pupils to complete at home in many guises e.g. reading, research work, multiplication tables and spellings. The majority of the tasks consolidate or extend learning which has taken place in school time. Whilst encouraging pupils to complete Home Learning, the school recognises that many pupils are involved in many activities beyond the school day which are equally valuable and enriching. Therefore the completion of Home Learning is optional. Where possible staff are encouraged to ensure that the Home Learning suggested is interesting and within the capacity of the child.

**3. How Home Learning contributes to learning across the Curriculum**

Wherever possible Home Learning should be a joint activity with parents or carers and should seek to:

- ◆ Show children that both home and school are interested in their learning;
- ◆ Demonstrate that learning does not only take place in school;
- ◆ Help to consolidate recent learning;
- ◆ Make children eager to know, understand or do more;
- ◆ Provide experiences that are different from those experienced in school but which encourage them to observe, discuss, analyse and record;
- ◆ Develop self-confidence by gaining the approval of parents or carers.
- ◆ Extend self studies to enhance learning which has taken place within the school day
- ◆ build pupils' confidence and self-discipline and so prepare them for the requirements of high school
- ◆ Extend school learning and support the attitude that learning is not confined to the classroom but that it is an open ended and life long activity

**4. Guidelines for Home Learning**

- Home Learning will help to consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy
- Home Learning will be set for a minimum of twice a week (one task for Numeracy and one for Literacy)
- The content of the Home Learning will bear a direct relation to the age and ability of the child
- Pupils will be praised for effort with their Home Learning
- Staff will mark or respond to Home Learning regularly and in a way which is helpful to pupils

## ***The nature and amount of Home Learning***

It is the policy of the school not to use Home Learning for the purposes of:

- i) enabling children to catch up on work which should have been done in school;
- ii) covering work missed when parents choose to take a holiday in term time.

N.B At the discretion of the teacher, Home Learning may be given when a child is unavoidably absent and it is felt to be relevant by the school.

At the beginning of each term information will be posted on the school web site outlining what each year group will be studying across Science and the Foundation subjects. It is hoped that parents will use this information as the basis for shared Home Learning and hence encourage their child to focus on the topics being studied in class.

A weekly spelling list is given to all pupils from Year 1 upwards. Children in Reception and Key Stage 1 are encouraged to extend their sight vocabulary, consolidate their phonics 44 and practise the cursive handwriting script.

## **5. Monitoring and evaluation of Home Learning**

The SMT monitors Home Learning through:-

- Pupil interviews;
- Work scrutiny;
- Scrutiny of annotated plans;
- Discussion with class teachers

Key issues for the consideration of the SMT are:

- Are all teachers adhering to the Home Learning policy?
- Do teachers understand the importance of promoting Home Learning?
- Is there sufficient praise for the completion of homework?
- Does Home learning relate to pupils' learning in class?

## **6. Success Indicators**

- ✓ A variety of tasks set by the teachers
- ✓ Pupils are interested in the tasks set and choose to complete them
- ✓ Pupils make use of a variety of learning resources from home and within the community
- ✓ Pupils' learning is consolidated and extended

## **7. Inclusion of all pupils and equality of opportunities**

*The school is committed to an effective approach to inclusion. The three principles for inclusion are:-*

- ✓ *Setting suitable learning challenges*
- ✓ *Responding to pupils' diverse learning needs*
- ✓ *Overcoming potential barriers to learning and assessment for individuals and groups of pupils.*

It is important to develop a shared understanding that a commitment to education inclusion must take account of the needs of all children who are vulnerable to marginalisation within, or exclusion from, the school community.

## **8. Health and Safety**

Parents are encouraged to facilitate an appropriate and safe place in which children can complete their Home Learning.

## **9. Other documentation which supports this policy**

- Assessment Policy
- Curriculum Policy
- Evaluation and Monitoring Policy
- Inclusion Policy
- Marking and Presentation Policy

## **10. Review**

This policy will be reviewed every three years or earlier if deemed necessary.

### Summary of time and possible content of Home Learning

National guidance on time/day		Examples of activities - many of which could relate learning within the classroom.	Route of feedback	
YR	Reading			Other activities
	10 mins	10 mins	Letter, word , picture recognition, story telling, being read to, discussion of “work” done in day, interesting occurrences, finding objects or information.	Informal discussions with parents. Home / School book.
Y1 & Y2	20 mins	10 mins	Shared reading activities, discussion of plots and characters, word recognition, learning of spellings. Number games, simple number bonds, finding information or objects, visits.	Home / school reading record. Pupils sharing information relating to topics with other members of the class.
Y3 & Y4	20 mins	20 mins	Reading, story telling, predicting outcomes, discussions or summaries of story, weekly spellings. Number games, number bonds, finding information, using contents and index. Practising multiplication tables until instant recall possible. Collecting or observing natural items, drawing simple plans or making or using simple timetables. Organising material. Researching self studies.	Home / school reading record. Teacher praising pupils who have researched topics being studied in class. Spellings and multiplication facts checked in class with verbal feedback from the teacher.
Y5 & Y6	20 mins	30 mins	Reading, making their own reading records, writing critiques. Learning multiplication facts until instant recall possible. Sorting and recording information, discussing maps or pictures. Making simple notes from a television programme. Drawing or analysing simple graphs. Observing and recording weather patterns, frequent events. Visits to appropriate galleries or exhibitions. Discussing local and national issues or concerns. Researching self studies.	Pupil created homework file. Teacher discussion with pupils on work related to school work. Reading record showing home / school coverage. Verbal and written comments by teacher related to improved spellings within written work. Instant recall of multiplication facts praised by teacher.

These guidelines are not meant to provide an exhaustive list, but rather suggestions of the type of activities children and parents could enjoy together to enhance their child’s learning.