



Hunsley Primary

Home Learning Policy

This policy is applicable to Hunsley Primary

Version V

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Name of Responsible Committee/Individual:	Hunsley Primary Local Governing Body
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Implementation Date:	Summer Term 2023
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Review Date:	Spring Term 2025
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Target Audience:	All Staff, Parents, Pupils, Community Users, Key Stakeholders
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To be read in conjunction with:	Hunsley Primary suite of policies relating to curriculum, teaching and learning, including the Feedback Policy Hunsley Primary Home School Agreement
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Home Learning Policy

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Policy Statement

This policy outlines the principles and values underpinning the expectations of Hunsley Primary regarding Home Learning (homework).

1. Purpose and Scope

‘Home Learning’ is defined as the learning activities set weekly by the class teacher, undertaken by children at home, and submitted to school on a set day, i.e. ‘homework’. The policy for Home Learning supports and is underpinned by Hunsley Primary’s suite of curriculum, teaching and learning policies, as well as the Hunsley Primary Home School Agreement.

‘Home Learning’ is not ‘remote online learning’ as organised by school during periods of lockdown or partial school closure. For details of our online Remote Learning provision, please see the Hunsley Primary website: [Link](#) During periods of school partial closure, i.e. lockdown, there may be adjustments to the level of Home Learning set by staff in acknowledgement of the ongoing remote online learning taking place.

The purpose of home learning is **to practise, review, extend, consolidate and deepen the key learning taking place in school**. Additional benefits of engaging in home learning also exist:

- To provide opportunities for parents and children to work and learn together
- To allow parents to gain a deeper understanding of what children are learning in school
- To support children in their journey towards becoming more independent as learners

The purpose of the policy is to ensure that a consistent approach to home learning is taken by staff, pupils and parents in support of the Hunsley Primary vision to ensure each child reaches their full potential by delivering excellent, personalised teaching and learning.

In order to deliver this vision, the following expectations must be met:

- that staff, parents and children have a clear understanding regarding the purpose of home learning
- that staff, parents and children have a clear understanding regarding Hunsley Primary’s expectations for the completion and standards of home learning
- that staff, parents and children are fully aware of the different roles they play with regard to setting, supporting, completing and assessing home learning

2. Roles and Responsibilities

To be read in conjunction with the Home-School Agreement.

Local Governing Body

It is the responsibility of the Local Governing Body

- To ensure there is a policy in place and that it is reviewed in accordance with the agreed policy review cycle

Headteacher of Hunsley Primary and School Leaders

It is the responsibility of the Headteacher:

- To provide parents with a clear policy regarding expectations for home learning and to ensure that the policy is readily available to read
- To ensure this policy is fully and consistently followed by Hunsley Primary staff, and upheld by parents and children
- To provide effective guidance and support for parents regarding home learning, including training on the use of Google Classroom
- To provide effective and regular support for children in preparing for and completing home learning activities
- To provide effective support for staff in preparing and responding to home learning
- To review the effectiveness, completion and impact of home learning activities in line with the Hunsley Primary curriculum
- To ensure that home learning is inclusive, relevant and accessible for all, by reducing or removing barriers to access and / or completion

Staff

It is the responsibility of the teaching staff

- To plan and set a programme of inclusive home learning activities, appropriate to the learning and developmental needs of the children within the curriculum plan on Google Classroom.
- To ensure all children understand activities they have been given and why they are relevant
- To give feedback on completed activities in line with the Hunsley Primary Feedback Policy, as outlined in this Home Learning Policy
- To use evidence from Home Learning to help shape planning
- To use the Google Classroom to set home learning assignments
- To record and track the completion of activities
- To support parents about how best to help with the home learning activities set
- To communicate in a timely way with parents regarding any issues or problems arising with regard to a child's completion of home learning activities

Parents and Carers

It is the responsibility of Parents and Carers:

- To support the child in completing set activities and to encourage children to speak to their teacher if they don't understand or have questions about the activity set
- To ensure the child completes activities to a high standard and on time, as outlined in the Home School Agreement (see the Journal)
- To provide the appropriate conditions – time, space, noise level, resources* - for the child to complete the homework – **Please discuss resources with school where necessary*

- To access training and support offered where possible or request specific help as issues arise
- To communicate with teaching staff regarding home learning via the 'Private Comments' section of the platform if they have any concerns.

Pupils

The responsibility of the child differs across the Key Stages as children develop and progress through the school.

As children progress through the school, their responsibility increasingly focuses on the following:

- To ensure they have everything they need from school to complete all home learning activities
- To make sure they understand the tasks that have been set, seeking out support from their class teacher whenever needed in a timely way
- To apply the same level of effort as would be expected of class work
- To hand the completed activities in on time
- To approach home learning activities with Hunsley Primary Values and Characteristics of Learning in mind.
- To use the feedback given to them by their teacher to continue to reflect upon and improve their work and their learning

3. Inclusion, Equality and Diversity

Hunsley Primary is committed to:

- Eliminating discrimination and promoting inclusion, equality and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged

4. Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highlytrained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning Rationale Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

5. Systems and procedures

Hunsley Primary firmly believes in the value of a broad, balanced and subject specialism-based curriculum. In our school curriculum, we do not prioritise one subject over another, knowing all subjects are of equal value. With Home Learning, however, our belief is that the practice children complete at home should focus on some of the basics, e.g. the core reading, writing and maths skills, which underpin so many areas of the wider curriculum. We do not set project work for home learning. As in school, activities for learning at home are accessible, inclusive and – where needed – personalised, to meet the needs of the children. Home Learning is based on consolidation and practice, as opposed to learning preparation, however children may be set extension tasks which enable preparation or research to take place.

Parents are offered the chance to find out how best to support their child's learning through the Parent Learn sessions we offer throughout the year.

Each week, the teaching staff set Home Learning activities to complete. These are set on Google Classroom as an assignment and should have a clear summary of the work which the children have been doing, as well as an escalating level of challenge in terms of the activities set.

Depending on the activities and age of the child, staff may choose to offer a set of instructions which must be completed, or alternatively a set of possible ways to complete the activity, offering choice.

Our approach to Home Learning means that the activities must be relevant to what the child has been learning in school and should consolidate, further or deepen the child's development of the fundamental key skills and knowledge in maths, reading and writing.

For families wishing to access and submit Home Learning via alternative means to those provided through Google Classroom, a request can be submitted to the school to explore alternatives available.

In EYFS, due to the age of the children, the Home Learning set in terms 1 and 2 are suggested activities and ideas for ways to support learning at home. In Term 3, the Home Learning activities become more specific, preparing the children for the approach to teaching and learning in Year 1.

See Appendix for examples of Home Learning activities.

Feedback on Home Learning

All Home Learning activities completed by the children will be read and checked by teaching staff and an overall comment for the class will be sent via Google Classroom. Children will be provided with personalised feedback on their Home Learning within schooltime.

Where there are points for development or misconceptions, teaching staff will incorporate this into class teaching and learning and will speak with the child or their parents to support development of skills and knowledge rather than feedback in length on Google Classroom.

Throughout the course of the year, staff set activities which enable the children to meet all of the Hunsley Primary Characteristics of Learning. Parents are also able to track their children's achievement of these Characteristics via the school Progress Reports.

Reading at Home – EYFS – Y5

In addition to the set Home Learning activities, all children are expected to read at home **and are encouraged to do this daily**. This reading should be completed via a combination of the following approaches, as directed by the class teacher:

- Reading one-to-one to an adult, with phonics practice as appropriate
- Reading for comprehension – using Pearson Active Learn online resources
- Reading for pleasure – reading beyond the school reading book which has been issued, for example using own readers or visiting the library
- Reading independently and reporting back to an adult on the book read

In EYFS, Key Stage 1 and Years 3 and 4, Parents and Carers are asked to complete and sign off the Reading Log booklet after each read. In Years 5 and 6, the children may also sign off their independent reading in their own Reading Log.

Home Learning – Y6

In Year 6, Home Learning takes on a new and important role as it prepares the children for secondary school routines and expectations, honing the independent self-motivation, organisation skills and learning habits which they need to succeed in Year 6, 7 and beyond. In Year 6, the emphasis is placed on all pupils completing the homework tasks they have been set by the designated date.

We work with and support parents/ carers who need advice on how to set up work-desks, quiet spaces and focused time at home for their child to complete home learning tasks, which continue to be maths-, English- and independent reading-focused only, and continue to be set on Google Classroom in order to practise, review, extend, consolidate and deepen the key learning taking place in school. Children are also supported by their teachers to tackle home learning by learning in school how to organise and structure their home-learning time.

Independent reading in Year 6 should ideally be done **daily**. Children will be encouraged to sign off in their Reading Records on their own daily reading at home and are expected to be able to talk about the independent reading they are doing when they come into school. This should be a blend of their own books, online books from Pearson Active Learn and their school reading book. Parents for Y6 are still asked to keep a good eye on the Reading Record and ensure their child is able to read throughout the week. Parents / carers should sign, check and/or leave comments in the Y6 Reading Record on a weekly basis.

As in school, activities for learning at home will be inclusive and personalised to meet the needs and stages of each child.

Independent Learning at Home – All Years

Although project work will not be set as a home learning activity, staff encourage the children to be independent and individual in continuing their learning at home and will always encourage pupils to engage in further learning across the curriculum outside of school. Parents and carers are encouraged to send in any photographs of wider learning via the school email; for example, if a child has a particular interest or hobby, or has been to a museum, gallery or experienced an activity which has enriched their development, so that these can be shared and celebrated in school.

School also provides children with a login and password for additional online programmes such as Purple Mash and Timestables Rockstars, which means that children can continue their learning further online at home, if they wish to.

6. Monitoring of compliance with and effectiveness of the policy

The **Local Board of Governors** is responsible for the final approval of this policy and procedure and for ensuring that this policy and procedure is implemented fairly, consistently and objectively.

The **Headteacher** is responsible for overseeing the introduction, implementation, monitoring and review of this policy.

7. Review

The Home Learning Policy will be reviewed at regular intervals (at least every two years) and may be adjusted as a result of that review process.

Appendix:

Example of Home Learning Activity Layout

EYFS

Dear Parents / Carers,

This week, we have been which helps the children to develop

Can you help your child to? They could have a go at any of the following:

- ✧ Create a list of ...
- ✧ Use their phonic knowledge to have a go at ...
- ✧ Draw a picture of ... and add labels of...
- ✧ Watch and see if they can spot any describing words (adjectives) being used by the presenter
- ✧ Write two describing sentences about their favourite...
- ✧ With your help, look up adjectives in the dictionary and see what it has to tell you (it is likely to have adj. written next to it, for example)

Above all, have fun thinking of

Please return the Home Learning books by Tuesday .. ,
2019.

Thank you for your support.
Key Stage 2

This week, we have been revising our homophones which are words that sound the same but have different meanings and are spelt differently too. These are words the children need to know and often confuse!

E.g.

their there they're / here hear / wear where were we're

Use the correct homophone to fill the gap:

1. The red shoes are over_____.
2. _____ going to the fair on Saturday.
3. The children finished_____work quickly today.
4. "I don't know how_ going to fix it", said Michael.
5. are seven days in a week.
6. trip was a big success.
7. The family hoped that_____holiday would be full of fun

Write two sentences for each homophone in the following pairs: no
and know wear and were Challenge:

Can you write a paragraph which uses a range of homophones correctly? It has to make sense!

Have fun practising your homophones!

Please return the Home Learning books by Tuesday .. ,
2019.

Thank you for your support.

Hunsley Primary Characteristics of Learning

Behaviour for Learning	<p>Being willing to have a go</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error
	<p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties • Engaging in open-ended activity
	<p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details
Working Positively Together	<p>Finding out and exploring together</p> <ul style="list-style-type: none"> • Working in partnership to ensure positive co-operation • Showing curiosity about objects, events and people • Showing particular interests and interest in The Team achievements • Acting out experiences with other people • Taking on a role
	<p>Making a positive contribution</p> <ul style="list-style-type: none"> • Being a full member of The Team • Being responsible for own choices and actions and helping others to do the same • Respecting others' ideas, beliefs and contributions • Respecting and participating in the democratic process • Showing an understanding of right from wrong
Independent Learning and Enquiry	<p>Having confidence in their own ideas</p> <ul style="list-style-type: none"> • Thinking of own ideas • Finding ways to solve problems • Finding new ways to do things • Having self-knowledge, self-esteem and self-confidence
	<p>Choosing own ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked
Organisation and Communication	<p>Taking pride in learning</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Completing activities to their best standard • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise
	<p>Being able to organise their own learning</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
	<p>Using the 'language of learning'</p> <ul style="list-style-type: none"> • Discussing and describing (Working Scientifically) • Reflecting, questioning and reasoning (WS) • Capturing and recording (WS) • Practising and applying in different contexts (WS) • Going deeper and taking next steps (WS)

