



Hunnyhill Primary School

Date of Review	September 2020
Next Review Due	September 2022
Staff Responsibility	SLT
Notes / Source	
Signed by Chair of Governors	<i>P Stevens</i>

Home Learning Policy

Statement

At Hunnyhill Primary School we see home learning as an important way of establishing an important link between teachers, parents and carers. Our aim is that home learning is one way in which children can acquire the skills necessary to become independent learners. It encourages children to develop their organisational skills, responsibility, confidence, self-discipline and good working habits as well as reinforcing and consolidating the work completed in class.

Home learning is a tool to help to continue to raise standards of attainment. It encourages children and their parents to share and enjoy learning.

Homework Guidelines

Weekly homework will be set and will usually consist of a task or tasks, which will be directly related to what the children are studying in class. This will usually consist of English and/or Maths tasks.

The amount of time each child should spend on this will vary, dependent on the year the child is in:

All pupils are expected to read regularly to an adult. Ideally, this must be daily.

Homework should never be too onerous nor should it ever create stress within the child's family. If parents have concerns they should not hesitate to contact the school.

The Nature of Home Learning

To maintain children's interest a variety of tasks will be set using online websites or applications. For example:

- Bug Club reading books as allocated to a child by the class teacher as appropriate to the age and development of the child. – All year groups
- Spelling Shed online linked to spelling patterns and words taught in class – All year groups
- Times Tables Rockstars - Y3 and above
- Numbots – Reception class

Whilst we understand that home learning is important it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play such an important part in the lives of many children.

Pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all homework tasks set are appropriate to the ability of the child so therefore if a child has additional needs we endeavour to adapt the task set so that all children can contribute in a positive way.

Role of the Class Teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work or in the diary, at a parents' meeting or via Class Dojo.
- To set up regular home learning in an easily followed routine.
- To ensure that home learning is set consistently across classes.
- To set home learning that takes equal opportunities into account.
- To ensure any home learning is purposeful and links directly to the taught curriculum.
- To reward and praise children who regularly complete homework tasks.
- To mark homework and give feedback to pupils.

Role of the Head teacher and Governing Body

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

Role of Parents/Carers

- To support the school by ensuring that their child attempts the home learning.
- To provide a suitable place for their child to carry out their home learning.
- To encourage and praise their child when they have completed their home learning.
- To become actively involved and support their child with home learning activities.
- To make it clear that they value home learning and they support the school by explaining how it can help learning.

APPENDIX – REMOTE LEARNING

Flexibility of Learning

- We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-
- parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation; teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should.
- An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teaching Staff will:-

- Share teaching and activities with their class through Class Dojo and the home learning section of our school website.
- Continue teaching in line with current, extensive planning that is already in place throughout the school;
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children through Class Dojo only.
- Reply to messages, set work and give feedback on activities during the normal teaching hours 8.45 am – 3.00pm;
- Allow flexibility in the completion of activities, understanding that the circumstances leading to home learning will affect families in a number of ways;

Children will:-

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult;

Parents will:-

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with the learning plans presented via Class Dojo (also available on our website.)
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Class Dojo
- Know they can continue to contact their class teacher as normal through Class Dojo
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;

In the event of a local lockdown or groups of pupils needing to self-isolate, we will endeavour to continue to provide a range of resources:

- The class teacher will notify parents and carers of the required learning via a home learning grid posted on Class Dojo. This will also be available on the 'Home Learning' tab on our website.
- The home learning grid will contain a mixture of learning available through websites and apps and also tasks and activities that do not need a device. Within the learning grid, there will be three levels of challenge that the children will be familiar with.
- In the event of a whole class needing to self-isolate or a local lockdown, teachers will provide pre-recorded teaching posts on Dojo to support learning at home.

- The school will endeavour to remain open to all vulnerable children and children of keyworkers, allowing parents/carers to continue to work.
- The school would continue to follow the government guidelines for the safe opening of schools with any additional guidelines relevant to the current situation.
- Any decision and arrangements made during a local lockdown will be made with the health and safety of the children, staff and our families always being a priority.