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# Lanesend Primary School

## Home Learning Policy School Curriculum Policy

Signed: ..... Date:  
(Headteacher)

Signed: ..... Date:  
(Chair of Governors)

**Review Date:** March 2019 (Every 3 Years)  
**Reviewed By:** Teaching and Learning Group and  
Progression Team

# **Lanesend Primary** **Home Learning Policy**

We believe home learning consolidates school-based learning and encourages good research skills, collaborative decision-making and organisational skills. Whilst we value the use of home learning at primary age development, it is important that children experience outside activities, rest and play.

## **Aims**

This Policy aims to ensure that:

- Families are treated as partners in their children's learning
- There is a regular programme and a consistent approach throughout the school so that everyone – teachers, children and families – know what to expect
- Children and families are clear about what they need to do
- There is a progression towards independence and individual responsibility
- Tasks are carefully planned to consolidate and reinforce skills and understanding particularly in English and Maths
- Children receive prompt, clear feedback on their work.
- Home Learning has an equal value to in school learning and is displayed in the child's classroom.
- Home Learning is rewarded individually by the child's class teacher or Learning Support Assistant.
- Appropriate monitoring and evaluation takes place to support learning
- The needs of the individual children are taken into account

## **Implementation**

Children from Foundation Stage to Year 6 have regular home learning.

### **Foundation Stage**

Foundation Stage home learning will include reading and learning sounds. We encourage daily reading and completion of home learning activities. Story bags are sent home weekly with individual children. Home learning grids are sent home termly, with activities linked to all areas of the Early Years Foundation Stage Profile. We encourage the sharing of any home learning via Tapestry.

### **Key Stage 1**

Key Stage 1 builds on Foundation Stage with the continuation of daily reading, weekly spellings, number facts and learning time's tables. The home learning grid covers a range of activities that can be completed across the term. A speaking and listening presentation will also be set termly. We encourage the sharing of home learning through class dojo. Home learning may include reading and maths games/activities and families can communicate with the class teacher through the Reading Record Book or during morning drop off time. There is an expectation that home learning will be a minimum of an hour a week.

## **Key Stage 2**

In Key Stage 2, we initially expect a minimum of one and a half hours of home learning a week and will increase through years 3 to 6, preparing them for Secondary School expectations of up to an hour and a half each night.

In Year 3- 6 home learning will include reading, spelling, maths including times tables and longer term topic based project work to be the way to develop independence and learning, home learning grid and a speaking and listening activity. We will also offer a home learning after school club.

We liaise with local secondary schools to ensure that transition work is completed to prepare Year 6 for Year 7 work.

In Year 6, extra work is set in preparation for the SATs.

At the beginning of each term teachers will inform families in their termly newsletter of the expected home learning, when it will be issued and when it should be returned to School. If children are not completing the expected home learning then teachers will speak to the individual children and families to resolve any difficulties or explain the home learning procedures. Children may be asked to complete home learning during morning play or lunchtime if it has not been completed at home.

## **The Role of the Families**

It is important to work in partnership with families and we know that children achieve more if their families are involved in their learning both in and out of school. We feel it is important to enable families to foster an environment at home where children can work successfully at a time that is appropriate for them.

Families need to discuss with their children the following questions:

- When is it a good time to do any home learning?
- Where is the best place for home learning to be done?
- What helps concentration?
- How long should my home learning take me?
- Should I ask for help with my home learning, even when it is finishing work started in class?
- Who should I ask for help and how much help should I expect?

It is vital that families display a positive attitude to home learning and value its importance. It is also important for families to recognise that it is the children's responsibility to complete the work. Families need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed plus what form this might take. If families have any problems or questions about home learning, they should, in the first instance, contact the child's class teacher

### **Additional Educational Needs**

The purposes of home learning as described previously in the Policy apply equally to all children. There may be occasions, however, when some children would benefit from tasks separate from the home learning set for other children. Priority should be given to setting tasks appropriate to the needs of the children and to achieve this there should be close co-ordination between class teacher and families.

### **Monitoring**

On a day-to-day basis it is the responsibility of the class teacher to ensure that appropriate home learning is set and completed and that all children have equal access to the home learning set. The Deputy Head is responsible for monitoring the effectiveness of the home learning procedures and reporting to the Headteacher.