



**Morley Memorial Primary School**  
**Home Learning Policy**

Policy Name	Home Learning policy
Frequency of Review	Every three years
Reviewed on:	February 2016
Reviewed by:	Learning Committee
Next review (date)	February 2019

## **1. Purpose**

This policy sets out how, at Morley Memorial Primary School, we aim to work with families to ensure children have relevant and meaningful opportunities for home learning. This policy has been reviewed in light of feedback from parents, carers and members of staff

## **2. Rationale for home learning**

Learning at home can be a rewarding and valuable aspect of school life. Here at Morley Memorial Primary School we see home learning as an opportunity for children to practice skills, develop independence, consolidate and reinforce learning and as an avenue for children to pursue interests and be creative. Home learning also provides unique opportunities for family learning and collaboration.

## **3. Types of home learning**

The type and frequency of home learning will differ depending on the age of the child but may include:

In EYFS and KS1:

At this age children will get little of value out of doing home learning activities alone and we would ask parents and carers to spend a little time each day on the types of things exemplified below. Class teachers will arrange for reading books and other materials, as they deem appropriate, to be distributed to support with:

- Regular reading to develop fluency and confidence
- High frequency vocabulary or sight words to learn
- Phonics games
- Recall of number facts
- Practice of basic maths operations or simple problem-solving
- Suggestions for practical activities to do at home such as involving children with cooking, counting, role play, measuring etc.
- Handwriting type activities to develop motor skills and co-ordination
- Opportunities for children to engage in independent research or project type activities related to current topics

In KS2:

Many of the aspects outlined in KS1 will continue into KS2 although children should be able to access more aspects independently. Parental involvement is still encouraged. For example often children may be able to read a book independently but their comprehension can be more effectively developed if they have the opportunity to discuss what they have read with a supportive adult. In addition to the above children in KS2 may be offered activities such as:

- Independent research related to topics being studied
- Pre-reading chapters in preparation for guided reading groups
- Key word and vocabulary practice including spelling
- Creating artefacts, models or costumes
- Options to present learning in a mode of their choice eg: a powerpoint presentation, play or piece of artwork
- Revision activities

Home learning in Year 6 may become more formalized throughout the year as we prepare children for transition to secondary school.

We also encourage the use of IT based resources for children wishing to practice key skills. Class teachers are happy to advise on possible websites and ideas.

#### **4. Marking**

It is important that efforts with home learning are acknowledged and depending on the task this may be through basic marking or acknowledgement during a lesson or activity. Home learning activities are not marked in the level of detail which lessons are as home learning is not used to assess progress or set targets but to provide opportunities for additional practice and increasing engagement. Marking of home learning may be undertaken by the pupil themselves, or a peer under adult guidance or by a member of staff.

#### **5. Amount of home learning**

Our children work hard at school and generally make good progress across the curriculum. We believe every child has the right to a childhood, opportunities to play and explore and time to develop their talents and interests. We therefore try to keep home learning to a level which allows an appropriate balance. We ask teachers to assign home learning where there will be benefits to children's learning rather than to fulfill an expectation of a particular number of hours a week. This approach we believe promotes effective home learning with activities which are meaningful and increase children's engagement and achievement.

#### **6. The role of parents and carers**

We ask parents to support their child with learning activities carried out at home. Simple things like ensuring your child has the right equipment and a suitable space to work can help enormously. Helping older children to organise their time and ensure that tasks are not left to the last minute or forgotten can also be helpful. In most instances with older children providing explanations or encouragement when they are finding something challenging can be all the help they need however if you feel your child is struggling with their home learning or your child is spending too long on activities please speak to the class teacher. Where teachers identify areas where it may be beneficial for an individual to undertake extra practice with an aspect of their learning they will assign activities accordingly. If your child is asked to undertake research and wishes to do so using the internet we would always advise that they do so with the support and supervision of an adult. Our parents often tell us they particularly enjoy the 'long term' home learning projects which can offer the ideal opportunity to work alongside your child on a topic or project. We believe these type of activities are particularly valuable as they offer children the opportunity to make decisions, face challenges, resolve problems, review and redesign or present learning creatively. Please bear this in mind when working with your child on a project and try and resist the urge to do it all for them!

This policy is reviewed by the governing body every three years.