

# Home Learning Policy

2016/17

*What parents do is more important than who parents are.  
Parenting has more influence on achievement than household  
income or level of education and can help protect a child from  
multiple disadvantage.*

*'Parents are a child's first and most enduring educators. Parental engagement counts for up to 12% of the differences between different pupil outcomes'.*

2003 Charles Deforges research for the Primary Strategy

We at Ainslie Wood know that the biggest contributing factor in educational achievement is parental involvement and so we aim to work in collaboration with both children and families to develop a 'learning ethos'. Our Home Learning Policy shares our aims and methods for achieving this.

Throughout their time at Ainslie Wood, children develop a range of knowledge and skills through our creative curriculum, and home learning should consolidate those while still allowing time for children to pursue out of school activities which develop the child as whole like: Beavers, Brownies, sports and music lessons, etc.

We aim for children to be consistently challenged by their home learning, but to feel a sense of personal satisfaction in a task completed well and for their efforts to be recognised and praised both at home and school.

We hope that parents and carers will be willing and able to give their active support to ensure that learning done at home is completed conscientiously and in the best possible conditions to support success but to also understand that if home learning becomes a battle ground, it can create scars and learning behaviours that are hard to break. Learning at home is much more effective when it is in short bursts rather than one long session so it is advised that the home learning routine is to do a little each day.

Government guidelines set expected homework times as:

Years 1 & 2	1 hour per week
Years 3 & 4	1 and a half hours per week
Years 5 & 6	30 minutes per day (2 and a half hours per week)

### **Home learning tasks**

**Every child should engage in reading every day.**

This can be:

- as the reader: reading aloud to someone or quietly to themselves
- as the audience: having a book read to them in a way that:
  1. Helps them to understand the words
  2. Models (demonstrates) how they should read aloud
  3. Interests them in the information

### **Class set Home Learning**

Children from each class will be set home learning on the school Home Learning sheet which is appropriate to their age, stage of development and learning topic.

The learning is designed to be purposeful and for the children to engage with others to complete. It should also take advantage of interactive learning opportunities like; setting a timetable for a trip, calculating and working out the change from the shopping, weighing ingredients when cooking, etc.

Home learning should be clear to both children and their parents what the expectations for each task are and how they support their child's learning development.

Every week, children will be given: Numeracy, Writing, Reading, Spellings/Phonics and Topic and children should bring it back to school by the day allocated by the teacher. Children should receive feedback (either written or verbal) which will help them to understand if they met the learning objective or not and what they could have done to improve it.

## Home Learning

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Year Group: \_\_\_\_\_

### Writing

Here we explain the task to the children in child appropriate language.



Here we explain the task to the parent, what they can do to help and how it links to their learning

### Reading

Here we explain the task to the children in child appropriate language.



Here we explain the task to the parent and what they can do to help including an example support strategy

### Spelling/Phonics

Here we explain the task to the children in child appropriate language.



Here we explain the task to the parent and what they can do to help including strategies to learn sounds/words

### Numeracy

Here we explain the task to the children in child appropriate language.



Here we explain the task to the parent, what they can do to help and how it links to their learning. Provide an example support strategy.

### Topic

Here we explain the task to the children in child appropriate language.



Here we explain the task to the parent, what they can do to help and how it links to their learning.