



Home of Irresistible Learning

Home Learning Policy



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Approved by:	SLT	Next Review:	January 2018



“Making Learning Irresistible at home.”

That staff, parents and children are involved in developing the policy and that it is a process which takes place over time and results in the completion of a written guidance document.

1. Definition

At DESS the aim of Home Learning is to provide opportunities for independent and supported learning to be undertaken outside of curriculum time which reinforces, extends or enriches current learning.

2. Purpose

To enable children to take responsibility for their own learning and become independent learners who make choices about their learning and develop perseverance. It enables children to practice and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Crucially it provides opportunities for parents to be involved in their children’s learning.

3. Good Practice

At DESS we believe that the following principles underpin good practice:

- The children are given choice and the opportunity to plan and organise when and how they complete their Home Learning tasks
- The policy is coordinated by a member of the Senior Leadership Team
- A variety of approaches are used to ensure that parents and children are aware of Home Learning. The school website will have all the tasks and information on it
- Home Learning allocations are made clear
- There is regular feedback and praise for completed tasks linked to the whole school reward system
- There is a clear system for monitoring how the policy requirements are being fulfilled
- The policy is reviewed regularly with the School Development Plan

4. Range of Activities

A variety of tasks are used to meet differing learning styles and needs.

See school website for examples.

5. Organisation



The children may be asked to / choose to present their Home Learning in different ways such as on card or large posters but they will also be supplied with a Home Learning book to use. The number of tasks the children are expected to complete will be set by the Year Group teachers based on the theme and the tasks themselves. At DESS we have the following expectations:

Year Group	Expectations
FS1	Choice of tasks on school website (optional)
FS2	Daily Reading 10 mins Choice of tasks linked to theme on school website (optional)
Year 1	Daily Reading 10-15 mins Weekly spellings sent home (for parents to use) Choice of tasks linked to theme on school website (optional)
Year 2	Daily Reading 15 mins Times Table Practice Buddy spelling practice Choice of tasks linked to theme on school website (optional)
Year 3	Daily Reading: 15-20 mins Times Table Practice Buddy spelling practice Choice of tasks linked to theme on school website (optional)
Year 4	Daily Reading: 15-20 mins Times Table Practice Buddy spelling practice Choice of tasks linked to theme on school website (optional)
Year 5	Daily Reading: 20 mins Times Table Practice Buddy spelling practice Choice of tasks linked to theme on school website (optional)
Year 6	Daily Reading: 25 mins Times Table Practice Buddy spelling practice LLL (Learners Leading Learning) projects worked on at home as children wish Weekly Numeracy task

All online tasks are optional for every year group.



6. Role of parents

Information about how parents can support their child is provided in our parent booklet 'Home Learning at DESS – A Guide to supporting your child'.

7. Special arrangements

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge.

If a child has gaps in learning that need to be addressed tasks may be set by the teacher so parents can help support from home.

8. Monitoring and Evaluation

In order to ensure that the policy directly contributes to the quality of teaching and learning the provision of Home Learning will be regularly monitored. A sample of Home Learning books and planned activities will be reviewed by the Senior Leadership Team annually as part of the school's self-evaluation process. In addition, the scrutiny of Home Learning samples will form part of the curriculum leader's and Phase Leaders monitoring responsibilities. Parents will also be given opportunities to share their views with teachers at parent consultation and other occasions as appropriate.