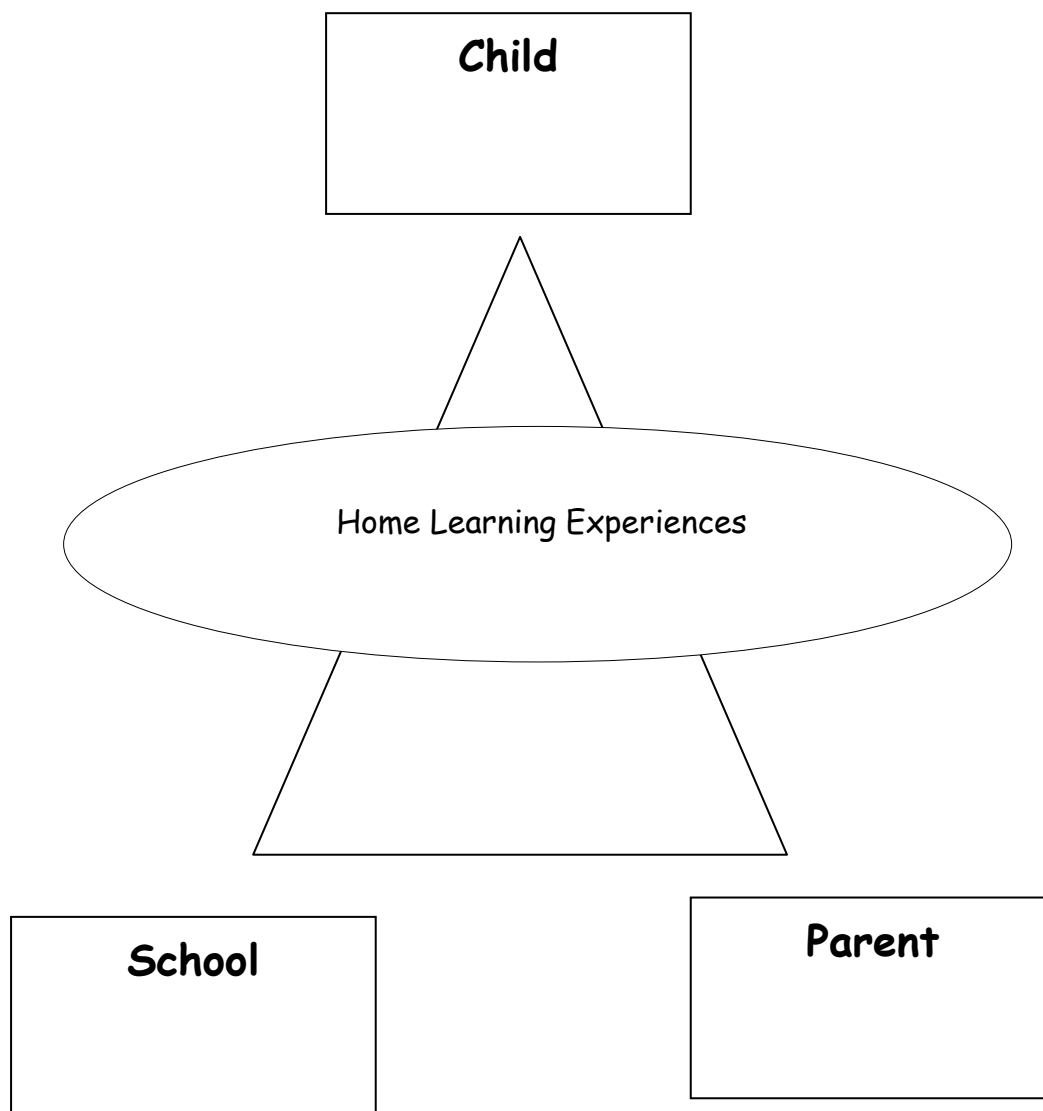


INTRODUCTION

At Long Sutton C of E (VA) Primary School we recognise the vital role parents play in their child's learning. We strongly believe in the value of a home-school partnership, of which our home learning policy is an important element.



What is Home Learning?

"Home Learning is any activity which pupils are involved in outside the normal school day that contributes to their learning, either on their own or with others." *DfES, Raising Standards*

AIMS OF OUR HOME LEARNING POLICY

Through our policy we aim to:

- **provide opportunities for parents/carers, children and school to work in partnership**
- **encourage a positive attitude to work**
- **provide a wide range of home learning tasks that are challenging, interesting and enjoyable as well as relevant**
- **give opportunities for learning to be extended and enriched, showing children that learning can take place in many places and at different times, not just in school**
- **consolidate and extend learning experiences**
- **raise achievement**
- **help children develop responsibility for their own learning**
- **help children to develop independent learning skills**
- **ensure consistency of approach throughout the school**

We see home learning as an important way of not only establishing a successful dialogue between teachers and parents, but also involving parents in the education of their child. Families are in a unique position to provide some very important opportunities for their children that perhaps a school is unable to provide.

The DoE (Department of Education) suggest that children in Years 1 & 2 should have ten minutes of activities per night. Children in Years 3 & 4 should be involved in twenty minutes of home learning activities per night and Year 5 & 6 children should be involved in thirty minutes activities per night.

Home learning activities do not have to be prescribed by the teacher and may include: reading, walking the dog, attending a club, playing a board game, visiting a museum, going swimming etc all of which are invaluable developmental activities.

Children also need time after school to play, socialise and engage in child type activities.

Home Learning Tasks should not be onerous nor should they cause conflict at home. Too often home learning can become associated with oppression, tension, misery and excuses. Some parents who get home from their own stressful days may be entirely unable to enjoy their children's company because of the need for dreary, repetitive, joyless tasks to be completed.

At Long Sutton C of E Primary, we would rather home learning activities be challenging, interesting and enjoyable.

HOW CAN PARENTS HELP?

To be effective, home learning needs to be part of a wider partnership between parents and school.

It is a fact that children develop their skills, interests and talents when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Ways parents can help:

- Listen to your child read on a daily basis and discuss their book with them.
- Home learning is a learning tool, so go out and about - learn together!
- When appropriate, extend the home learning tasks by using appropriate websites or library resources.
- Help your child find a suitable place to engage in the home learning tasks
- Make sure your child doesn't spend too long on a home learning task.
- Use your child's Home Learning/Reading Diary as a method of communicating with the class teacher.
- Help your child and show support, but do not confuse your child by showing them methods that are not being used in school.
- Breakfast gives children the energy to learn!
- Talk to your child about their learning.

READING

Below are some questions you could use to talk to your child about their book to help develop their understanding of what they have read:

Plot:

- What happened in the story?
- What might have happened if a certain event did not take place?
- What is going to happen next?
- Which part of the story was the most important? Why?

Setting:

- Where do you think the story is set?
- When was the story set / What time is the story set in?
- How did the writer create the atmosphere for the setting?
- Is this setting familiar to you / does it remind you of a place you have been?

Characterisation:

- Which character did you like the best? Why
- How did the author describe the characters?
- Find the passage that tells you about the character's personality?
- How did the characters change during the story?

Author's style:

- What special words did the author use to help you hear, see, smell, taste or feel things?
- What picture has the author's writing left in your mind?
- How does the author let you know when and where the story takes place?
- What do you like about this author?

Themes:

- What is the main idea / theme of the story?
- Does this text remind you of any others that you have read? Why and how?
- What do you think the author is trying to say?
- Are there any hidden messages in the story?
- What do you think the author feels about particular issues e.g. bullying, families, gender, race?

SPELLINGS

Different children learn in different ways but these are some suggestions:

- Look, cover, write
- Using colours - rainbow words
- Making up rhymes or mnemonics
- Air writing
- Painting the word (water on a paving slab is less messy)
- Writing in sand
- Making the words from platercine or playdough
- Saying them aloud
- Sounding them out
- Colouring the tricky part

The main thing is little and often - 5 minutes a day is better than one long session.

Remember, stop if it is becoming stressful for you or your child.

HOME LEARNING AT LONG SUTTON C OF E PRIMARY SCHOOL

What sort of activities should children be doing?

Our home learning activities are related to the work your children are doing at school but will not always be written work. This will be shown on the class curriculum news letter.

For all our children home learning will included:

- Reading - sharing books with adults
- Talk time - discussing a subject at home which will be used in Big Writing
- Bringing library books home - these are the children's own choice and they may not be able to read them but please do share them and talk about them.
- Spelling or phonics work related to the week's work in class or personal learning

In addition to this:

For the young children there may be:

- Games or activities to practice literacy, maths or other skills related to weeks/terms learning
- Learning key words or sounds
- Bringing objects or pictures to enhance learning e.g. object beginning with a sound,
- Discussions with members of the family about topics

For older children there may be:

- Games or activities to practice literacy, maths or other skills related to weeks/terms learning
- Bringing objects or pictures to enhance learning e.g. object beginning with a sound,
- Discussions with members of the family about topics
- Preparing a presentation to the class
- Finding out information
- Designing or making something
- Trying out a simple scientific experiment
- Solving problems
- Investigations
- Completing literacy, maths or other work
- An extended home learning project

ROLES

What is the role of the school?

- To provide parents with a clear policy regarding home learning.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about home learning.

What is the role of the teacher?

- To plan and set a programme of home learning that is appropriate to the needs of the child.
- To inform parents of children's targets in English and maths.
- To inform parents in their class newsletter of the days homework will be set and handed in.
- To ensure all children understand the home learning they have been given and that it is clear for parents.
- To mark and give feedback about home learning to the child quickly.
- To mark and give feedback about home learning.
- To be available to talk to parents and children about home learning.
- To inform parents if there is a problem regarding home learning.

What is the role of the parent?

- To support the child in completing home learning.
- To ensure the child completes home learning to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the home learning.
- To provide the appropriate resources for the child to complete the home learning.

What is the role of the child?

- To ensure they have everything they need to complete home learning each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To hand the home learning in on time.
- To take on board any feedback about home learning.