



JUNIOR SCHOOL HOME LEARNING POLICY

Aims and objectives

Through the planning and delivery of Home Learning, we seek to:

- Foster positive attitudes towards independent learning;
- Encourage pupils to develop good work habits for future life;
- Provide meaningful Home Learning, which reinforces and extends classroom work;
- Promote the partnership between home and school.

The purpose of home learning

The purpose of home learning is to support pupils in their aim to achieve the highest possible standards and develop a love of learning. The School believes that Home Learning is one of the main ways in which pupils can develop independence in their learning. However, parents also play an important role and are asked to show an interest and provide support.

Home learning content and structure

Home Learning is set every weeknight via Microsoft Teams. Usually, the Home Learning task is set with a deadline of the following day. However, there are times when students are given several evenings to complete lengthier projects. Home Learning expectations for each year group are communicated to parents through the Curriculum Handbook and explained at the Curriculum and Social evenings at the beginning of each academic year. The timings below are approximate.

Year 3 and 4 (approximately 30-40 minutes each day)

- ~20mins Maths & English home learning (twice a week);
- ~20mins Humanities home learning (once a week);
- ~20mins Reading (daily);
- Spelling (weekly);
- French (weekly);

Years 5 and 6 (approximately 40-60 minutes each day)

- ~30-40 mins Maths & English home learning (twice a week);

- ~30-40 mins Humanities home learning (once a week);
- ~20mins Reading (daily);
- Spelling (weekly);
- French (weekly);
- Year 6 can expect more Home Learning in English and Maths and less in other subjects in the Michaelmas Term in preparation for the 11+.

The home - school partnership

Expectations and responsibilities

Teachers are expected to:

- Set tasks appropriate to the needs and abilities of the pupils;
- Plan tasks, which support or enrich classroom learning;
- Provide sufficient information so that pupils and parents/carers know what is required and the timescale involved;
- Mark home learning and give feedback as appropriate;
- Celebrate effort and achievement in home learning tasks through the rewards system;
- Contact parents/carers where any problems with home learning arise;
- Record on iSAMS if Home Learning is handed in late or to an unsatisfactory standard.

Pupils are expected to:

- Access their Home Learning via Teams on a daily basis;
- Ask the teacher if they are unsure of the Home Learning task;
- 'Hand in' their Home Learning via Teams, or via the means asked for by the teacher (e.g. handwritten);
- Strive for excellence in each home learning task;
- Meet the deadline for the home learning task;
- Explain to the teacher if they have had difficulty in completing the home learning task.

Parents are asked to:

- Provide a suitable environment for pupils to work;
- Ensure that sufficient time is set aside to complete Home Learning;
- Support the child's learning, yet allow them to take responsibility for it;
- Support reading development by listening to their sons read aloud, sharing and discussing books with them;
- Help their sons with organisation to ensure Home Learning is completed and handed in on time;
- Write a brief email to the relevant teacher explaining why Home Learning has not been completed, where this is occasionally unavoidable.

Illness

When pupils are ill for a short time, they may be asked to catch up on work missed, particularly in the core subjects. This is at the discretion of the teacher and will depend on the nature of the activity and the length of absence. If a child suffers from a lengthy or ongoing illness, the school will work with parents to make arrangements to support the child's learning, as far as possible.

Problems with Home Learning

Where a pupil's Home Learning is handed in late this should be recorded. If this happens more than twice, the teacher who set the Home Learning (in communication with the Form Teacher) should try and establish the reason for this. Firstly, through a conversation with the pupil and then if the problem persists through discussion with the parents. Sometimes, reducing co-curricular commitments or establishing better routines for Home Learning can make a measurable difference.

If a pupil's Home Learning is deemed unsatisfactory, or he fails to complete it without a good reason, he may be asked to complete the Home Learning at a break time or complete it at home, over subsequent evenings. Where it is felt that poor effort is the reason, older pupils can be placed in detention to complete the Home Learning. Where this happens more than once, parents will be contacted, and an action plan formulated.

Holiday Home Learning

Holiday Home Learning is set for Year 6 over the October half term and Christmas holidays, in preparation for their 11+ examinations. Otherwise, Home Learning is not routinely set over a holiday period. However, there may be occasions where pupils are required to complete an enrichment project or House activity over the course of a school holiday. Where this is the case, the project is generally open ended enough that pupils may choose how long to spend on it. Parents and carers are asked to encourage their children to continue reading over holidays. All boys go to the Junior School library at the end of each half term to choose books to read over the holidays from the extensive selection available.

Provision at school

Home Learning Club is offered daily from 16:00-17:00 at school. This is run by after school care staff, in Junior School classrooms. These sessions are for Home Learning only and a quiet environment is maintained. Pupils are expected to complete their Home Learning independently, although some help is given by the member of staff running Home Learning Club or boys from the Senior School who come to help. Boys may borrow the Junior School devices to complete Home Learning. Parents are still asked to ensure that Home Learning has been completed once their sons are at home. Parents of boys in Year 3 and 4 are also asked to read at home with their sons daily, even when they have attended Home Learning Club, and parents of all boys are asked to ensure their sons read daily.

Monitoring and Evaluation

Teachers monitor the quality of work completed for Home Learning and may adjust the nature and timing of tasks set accordingly. The home-school partnership is considered fundamental to the success of Home Learning. Dialogue is encouraged and Home Learning will be discussed at parent consultations. The Year 4 and 6 parents' survey provides feedback on Home Learning for SMT to analyse.