



LEARNING AT HOME POLICY

At Portway Infant School we base our policy on research that shows there is evidence that 'homework' can be an effective intervention of improving attainment. This evidence (Sutton Trust) shows that it is effective when:

- It is well planned
- Children receive feedback
- It is supported by parents and carers
- It is part of good home/school partnership
- It supports attainment of all children
- Practices are developed over time

Aims and purpose

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the year groups.
- To use learning at home as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to children and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage children and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge in reading

The nature of learning at home

It should be noted that 'homework' can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting 'homework' there are a number of points to consider:

- The nature and type of activity changes throughout a pupil's school life
- Amount and frequency of activities should increase as the children get older.
- Activities should not cause undue stress on the pupil, family or the teacher.
- It will not necessarily come in the form of a written task.

Reception

- Reading Practice.
- Learning common exception words
- Learning phonics sounds.

Year One

- Reading Practice.
- Learning common exception words
- Phonics challenges to include 'tricky words'

Year Two

- Reading Practice.
- Phonics challenges including tricky words if child did not pass Year 1 phonics screening.
- Reading and spelling common exception words.

Role of the Class Teacher

- To promote a love of reading
- Celebrate children who read a designated number of times on Dojo and in celebration assembly

Role of the Headteacher and Governing Body

- To check compliance with the policy.
- To discuss with staff if the policy is being successfully implemented.
- To ensure new parents of the school are aware of the home/school agreement and what it entails.

Role of Parents/Carers

- To sign a home school agreement which includes a point on learning at home.
- To talk to the children about their 'learning'
- To support the school by ensuring that their child reads regularly at home
- To encourage and praise their child when they have completed their required number of reads
- To become actively involved and support their child
- To make it clear that they value learning at home and they support the school by explaining how it can help in many different ways.

At Portway Infant School we are very keen for parents to support and help their children. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own.

It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

SEND

Setting appropriate activities for children with SEND is carefully planned to ensure that the task does not expect too much or too little of the child. In essence the tasks should,

- Have a very clear focus and time guide
- Be designed so the pupil can succeed
- Develop social, emotional and linguistic skills as well as academic ones
- Be varied to sustain interest
- Be manageable and realistic for teacher, parent and child.

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