



Home Learning Policy

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Approved by Levendale Governing Body: January 2021

Reviewed annually: next review, January 2022

Signed: (Chair of Governors)

1. Introduction

During the COVID-19 pandemic, schools are having to operate home learning for many pupils whilst they are only open for vulnerable children and the children of critical workers.

At Levendale, we recognise the importance of how home learning allows our pupils to learn, develop and make good progress in line with their peers who may be attending school.

At Levendale, our electronic platform for delivering home learning is Seesaw. Consent is sought from all parents prior to Seesaw being used by children.

2. Purpose of Home Learning

2.1 We believe that there is enormous advantage in children spending regular periods of time on different learning activities as part of a home learning programme which supports the work they do in school. National guidelines from DfE and Ofsted look at whether home learning is used effectively to reinforce and/or extend what is learned in school.

- Home learning should be part of an effective partnership between the school and parents in pursuing the aims of the school.
- Home learning should consolidate and reinforce skills and understanding, especially in literacy and numeracy.
- Home learning should exploit resources for learning, of all kinds, at home.
- Home learning should extend school learning, for example through additional reading.
- Home learning should encourage pupils to develop the confidence and self-discipline needed to study on their own, be fun, and prepare them for the requirements of secondary school.

2.2 The Governors and staff of Levendale Primary School recognise the need for children to have time to follow out of school interests and family activities. Staff plan home learning activities and provide time allocations which allow for these important things to take place. This has been particularly important when deciding on the days when home learning will be set and collected.

2.3 We believe it is important that children of all abilities, including those with special educational needs or who are gifted and talented, are provided with home learning that meets their needs and provides appropriate challenge. There will be occasions when individuals or groups of children may benefit from specific tasks separate from the home learning set for other children in the class.

3. Role of parents and carers in supporting pupils

3.1 Parents and carers should be encouraged to:

- provide a reasonably peaceful, suitable place in which a child can do home learning.
- make it clear to their child that they value home learning and support the school in explaining how it can help their learning.
- encourage children and praise them when they have completed home learning .
- give due importance to non-written tasks such as hearing reading and assisting in the learning of times tables and weekly spellings.
- keep staff informed of any changes in the child's circumstances which may affect their learning.

4. Role of school staff

4.1 Teachers will:

- provide a range of home learning tasks and activities to reinforce, practice, consolidate or extend learning in class.
- ensure that children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually according to their ability.
- provide feedback to children about their home learning so that they know how well they have achieved and how they can improve.
- use Seesaw to communicate with parents about their child's learning.
- try to ensure that home learning contains examples, where appropriate, to help children and parents understand the task.
- monitor engagement with home learning by their class members and report to the Headteacher as appropriate.

5. Role of pupils

5.1 Pupils are expected to:

- make full use of all the opportunities they are presented with.
- tackle home tasks promptly and with a positive attitude.
- take pride in presentation and content, acknowledging the high personal standard expected.
- be organised so that each day's learning can be completed as much as possible.
- take responsibility for submitting the completed task on the agreed day.
- ask for help (from parents or school staff) if they cannot understand a task when they start working on it at home.

6. Home learning guidelines

6.1 The DfE's basic expectations for home learning during the COVID-19 pandemic are as follows:

- KS1: three hours of remote learning per day.
- KS2: four hours of remote learning per day.

Where parents do not have access to sufficient technology at home to facilitate home learning effectively, the school can provide such technology as appropriate on request.

At Levendale, the bulk of our home learning offer is structured around the core subjects of English (reading, writing, spelling, punctuation, grammar, phonics) and Mathematics, with other curriculum areas being represented across the week. Our aim is to replicate as much as possible for those at home the experience that children of critical workers have whilst attending school in person.

7. Monitoring of home learning

7.1 Class teachers will monitor engagement with work set on Seesaw and add work to children's individual portfolios.

7.2 Children who are not engaging or have limited engagement with the learning set on Seesaw will be reported to the Headteacher. He will then contact parents to establish whether there are any barriers to engagement.

7.3 If barriers are identified, the Headteacher and class teacher(s) will work with parents/children to break down the barriers as much as possible.

7.4 The Headteacher will monitor the quality and quantity of home learning set by each teacher at least weekly. Concerns will be followed up with the class teachers concerned.

8. Parental concerns

8.1 Any parental concerns around Seesaw and home learning in general should be raised in line with our established Complaints Policy.

8.2 Initially, the class teacher should be approached with any concerns the parent may have. If the parent is not happy following a discussion with the class teacher, that issue should be raised with the Headteacher. Our Complaints Policy can be found on our website.