



Sandringham Primary School
& Sandringham Pre-School
A great place to be two



Sandringham
Daycare and Primary

Home Learning Policy
2023

Home Learning Policy for Sandringham Primary School and Daycare

This school policy for home learning has been developed by consultation with teaching staff, families and pupils and has the full agreement of the Governing Board.

What do we mean by home learning?

At Sandringham Primary School we define the term ‘home learning’ widely, to mean any work or activities which pupils are asked to do outside of the school domain, either on their own or with families. Children perform at their best when teachers and families work together.

Home learning is an opportunity for families to become active partners in supporting learning. It should be enjoyable for the child involved and should stimulate imagination and creativity, as well as reinforcing what is taught on the curriculum.

We also acknowledge the significant role of play and free time in a child’s growth and development. While home learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an essential part in the lives of our pupils.

We are well aware that children spend more time at home than at school and believe they develop their interests and skills to the full, only when families encourage them to make maximum use of the opportunities available. These will broaden their interests in a variety of areas of learning, although there may be times when restrictions will not allow us to create these extra-curricular opportunities.

Our Aims:

- Ensure a consistency to learning throughout the school and home, allowing families, children and the school to work together in partnership.
- To share the learning experience offered to pupils with families and to extend it beyond the classroom environment across the internet via email, the google domain and the school app Weduc.
- Encourage pupils to maintain physical health and wellbeing.
- Encourage pupils and their families to share and enjoy learning experiences in the most appropriate form of communication possible at the time.
- Ensure that families are clear about what their child is expected to do by using the most appropriate form of communication possible at the time.
- Ensure the needs of the individual pupil are taken into account.
- To use home learning as a tool to help to continue to raise standards of attainment.

Role of the Head Teacher, Senior Leadership Team and Governing Board

- To check compliance of the policy.
- To use the most appropriate form of communication possible at the time to support families.
- To discuss with staff how far the policy is being successfully implemented.

Role of the Teacher

- Integrate home learning into their planning.
- Set interesting tasks or activities.
- Set home learning appropriate to each pupil. Pupils in the early stages of learning English or with an educational special need may benefit from individually assigned learning. However, it is paramount that they should do as much in common with other pupils because the aims of home learning, outlined in this policy, should apply equally to all pupils regardless of their gender, race, disability or ability.
- To ensure all pupils understand the home learning they have been given by using the most appropriate form of communication possible at the time.
- To share, celebrate and praise returned homework projects, using year group assemblies when appropriate or by using the most appropriate form of communication possible at the time (there will be no formal marking of these projects).

Role of Parents/Carers

- To support the school by ensuring that their child attempts home learning. At certain times both teachers and families need to communicate across the internet via email, the Google domain and the school app Weduc.
- To encourage and praise their child.
- To become actively involved and support their child with home learning activities.

General

- If children are absent due to illness we will not expect home learning to take place. We would assume the child was too ill.
- If a child is absent for a length of time e.g. with a broken leg, the teacher with the support of their Year Group Leader and the parent will agree what should be done, how it should be marked and what sort of support is required. At certain times both teachers and families need to communicate across the internet via email, the google domain and the school app Weduc.
- Families who have queries about home learning should not hesitate to make an appointment to see their child's class teacher.
- There are further ideas available on the school website under the Home Learning tab.

A breakdown of how home learning is structured is provided below. This has been designed to encourage opportunities to practise/consolidate key skills as well as practical challenges for pupils and families to develop together.

Some of the homework is better to be completed over short daily sessions e.g: reading, multiplication tables and spellings, while other homework will need to be completed during the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments.

Although there may be times when restrictions will not allow us to create so many opportunities for learning, due to the huge change to family life, keeping your child happy and enthusiastic to learn is vital and an essential stimulus for continual development. In these times both teachers and families need to communicate across the internet via email, the google domain and the school app Weduc.

Foundation stage:

- Activity suggestion sheet, with home learning ideas, linking to each new unit of learning. This should be shared at the beginning of the new unit.
- Daily sharing of a book/reading (5 to 10 minutes a day).
- Weekly learning of key words (red words).
- Doing exercise improves physical health, families and their child can do activities to boost their wellbeing. Help them find healthy ways to deal with their feelings, staying connected, dealing with change, getting along and dealing with worries and relaxing.

Key stage 1:

- Daily sharing of a book/reading (10 minutes a day).
- Spellings and number bonds work when appropriate.
- Activity suggestion sheet, with home learning ideas, for each new unit of learning. This should be shared at the beginning of the new unit.
- From Year 2, 2,5 and 10 times tables.
- Doing exercise improves physical health, families and their child can do activities to boost their wellbeing. Help them find healthy ways to deal with their feelings, staying connected, dealing with change, getting along and dealing with worries and relaxing.

Lower Key stage 2:

- Daily sharing of a book/reading (10 to 15 minutes a day).
- Spellings and times tables work when appropriate.
- Half term mini project with creative activities linking to topic
- Doing exercise improves physical health, families and their child can do activities to boost their wellbeing. Help them find healthy ways to deal with their feelings, staying connected, dealing with change, getting along and dealing with worries and relaxing.

Upper Key stage 2:

- Daily sharing of a book/reading (15 minutes a day).
- Comprehension/ times tables or maths challenge work when appropriate.
- Daily calculation practice.
- Doing exercise improves physical health, families and their child can do activities to boost their wellbeing. Help them find healthy ways to deal with their feelings, staying connected, dealing with change, getting along and dealing with worries and relaxing.

Date of policy: November 2023

Reviewed : Senior Leadership Team