

Home Learning Policy

Freemantle C.E. Community Academy Trust



This policy should be read in conjunction with the following policies:

- Curriculum Policy
- Early Years Foundation Stage (EYFS) Policy
- SEND Policy
- Behaviour Policy
- Home - Academy agreement
- Home Learning Policy
- Assessment Policy

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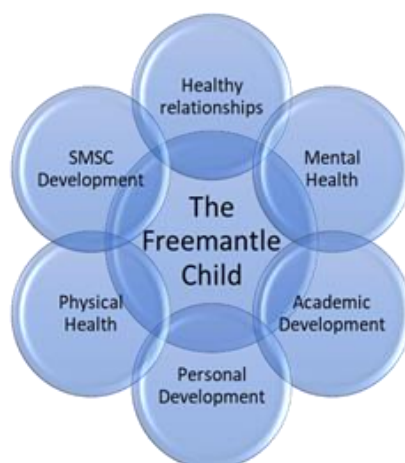
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1. Mission Statement

Parental involvement in home learning is fundamental to a child's progress and we support, encourage and expect parents and carers to work in partnership with the academy to achieve the greatest possible outcomes for their children.

This policy sets out the expectation for home learning across Freemantle Academy and, in particular, the importance of daily reading. This consistent approach ensures our children benefit from home learning in a way that maximises pupil outcomes whilst minimising the amount of time children work at home, being mindful of their wider development as young people, valuing the development of the whole 'Freemantle child'.



2. Aims

Home learning is expected throughout the academy. To be most effective, parents, carers, staff and the children need to understand its purpose which is to:

- Reinforce knowledge and skills which have been taught at the academy and give children the opportunity to develop fluency
- Promote a love of reading and provide resources and support for pupils to read independently and with adults at home

- Encourage pupils to become independent, self-motivated learners who take responsibility for managing their own learning through the development of vital organisational skills and self-discipline that will support them through all stages of life
- Encourage parents and carers to become involved in their children's learning

3. Guidance for Teachers

3.1 Home Learning Expectations by Key Phase:

We share our learning through book warmers and medium-term plans in all key stages to actively encourage our families to share the delight and wonder of learning with their children whilst fostering a love of reading.

EYFS - Nursery

Communication and Language	We encourage parents/carers to exploit opportunities to develop language in context through engaging in meaningful conversation and exploring natural phenomena in the world around us.
Literacy – Love of Reading	We encourage parents/carers to share wonderful books for pleasure regularly, in the knowledge that children develop as readers on the laps of their parents.

EYFS – Reception

Subjects	Expectation (appropriate to an individual child's needs)
Communication and Language	We encourage parents/carers to exploit opportunities to develop language in context through engaging in meaningful conversation and exploring natural phenomena in the world around us.
Literacy – Love of Reading	We encourage parents/carers to share wonderful books for pleasure regularly, in the knowledge that children develop as readers on the laps of their parents.
Literacy - Phonics	Minimum 10-minutes daily reading with an adult using and rereading fully-decodable books to develop fluency. Regular weekly phonics practice in line with what has been taught in class – guidance is given about how best to support this at home.

Year 1 (KS1)

Subjects	Expectation (appropriate to an individual child's needs)
Communication and Language	We encourage parents/carers to exploit opportunities to develop language in context through engaging in meaningful conversation and exploring natural phenomena in the world around us.
Literacy – Love of Reading	We encourage parents/carers to share wonderful books for pleasure regularly, in that knowledge that children develop as readers on the laps of their parents.
Literacy - Phonics	Minimum 10-minutes daily reading with an adult using and rereading fully-decodable books to develop fluency. Regular weekly phonics practice in line with what has been taught in class – guidance is given about how best to support this at home.
Maths	Support the development of fluency through engagement with number activities such as the academy's online subscription to Numbots.

Year 2 (KS1)

Subjects	Expectation (appropriate to an individual child's needs)
Literacy – Love of Reading	We encourage parents/carers to share wonderful books for pleasure regularly, in that knowledge that children develop as readers on the laps of their parents.
English	Minimum 15-minutes daily reading with an adult recorded in a reading record, which is checked by teachers once a week.
Maths	Support the development of fluency through engagement with number activities such as the academy's online subscription to Numbots and Times Tables Rockstars.

Key Stage 2

Subjects	Expectation (appropriate to an individual child's needs)
English	Minimum 15-minutes daily reading with/without an adult, recorded in the reading logbook, which is checked by teachers once a week.
	To develop fluency in spelling, achieving 400 points per week using our online subscription to Spelling Frame.
Maths	To develop fluency in times tables facts, 20 minutes/rounds per week of Times Tables Rock Stars.

3.2 Accountability for Home Learning

Parents and Carers are accountable for ensuring the expectations above are adhered to. Class teachers monitor the completion of home learning and feedback is given to families.

"Parental engagement has a positive impact on average of 4 months additional progress." (EEF Toolkit, 2018)

Considering the above, a Freemantle we are proactive in providing practical strategies and resources to support home learning such as parent workshops, short online videos and catch up clubs.

4. The Importance of Reading

We are united in our belief that the key to a pupil's holistic success is their love of reading.

At Freemantle, we recognise the enduring power of reading to shape and develop minds, in the classroom, and beyond it, for life, which is why we have placed reading at the core of our curriculum, our day and the very building we learn in.

All subjects depend upon rigorous reading ability and excellence across the curriculum depends upon it and every day a child struggles to read is another day they struggle to access the curriculum. We therefore prioritise the teaching, learning and development of a genuine love of reading in every Freemantle pupil and are united in our belief that the key to a pupil's holistic academic and personal success, in school and beyond, is tightly bound to their reading attitude and ability.

Developing reading accuracy, fluency and a love for reading is essential for all children and practising and enjoying reading at home is vital in ensuring every child is successful at school and It is the class teacher's responsibility to ensure that all pupils are reading at home in accordance with the guidance above.

5. Home/Academy Communication

Effective communication between home and school is vital in supporting pupils to read. Reading log books are kept by parents and carers or pupils (as they progress in KS2) as a tool for communication and a record of the reading individual learners complete.

Teachers will share the expectations and records of homework completed with parents and carers at relevant times throughout the year.

6. Technology and Home Learning

We make use of several online platforms to support with homework. Teachers set homework in accordance with this document, considering the access to technology at home and the amount of time pupils spend using technology.

We ensure pupils are taught the principles of safe-internet use in school and provide opportunities within school for pupils who do not have access to internet-enabled devices at home to complete their home learning so as to not be disadvantaged.

7. Equal Opportunities

At Freemantle, all learners are set homework that will support them in developing fluency within their learning across the curriculum irrespective of gender, SEN, race, creed and disability, considering the specific and individual needs of the learner.

8. Monitoring Arrangements

It is the responsibility of SAT to ensure the implementation of this policy, monitor standards, offer advice and support to staff, provide a model and promote excellence in delivering feedback across the curriculum.

This policy will be reviewed by the SAT biennially. At every review the policy will be shared and approved by the Board of Directors.

9. UN Convention on the Rights of the Child

"Article 28 (right to education): Every child has the right to an education."

"Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full."

10. Links with other policies

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