



PINNACLE SCHOOLS FEDERATION HOME LEARNING POLICY

Author/Person Responsible	<i>Executive Headteacher</i>
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Ratification Group	<i>Standards Committee</i>
Review Frequency	<i>Bi-Annually</i>
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Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies or Procedure	Home Learning Policy	DATE:	17/06/21
CARRIED OUT BY:	Kate Bashford	APPROVED BY:	Mike Riches

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	No impact	
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	No impact	
Gender reassignment	No impact	
Marriage and civil partnership	No impact	
Pregnancy and maternity	No impact	
Race	No impact	
Religion and belief (practices of worship, religious or cultural observance, including non-belief)	No impact	
Gender identity	No impact	
Sexual orientation	No impact	

Any adverse impacts are explored in a Full Impact Assessment.

Rationale

It is vital that children understand that learning happens everywhere, all of the time and is not confined to time in school. We recognise parents and carers as their child's first and enduring educators and we aim for meaningful partnerships with parents and carers throughout their child's experience with us. Effective home learning can develop this partnership and endorses and supports learning experiences in school.

Aims

1. To create a firm partnership between parents / carers and teachers in relation to children's learning.
2. To encourage parents/carers to spend time with their children and become involved in supporting their child's learning.
3. To reinforce work covered in class or to practise or consolidate basic skills and knowledge and develop interest and motivation.
4. To encourage children to develop perseverance, initiative, time management and self-discipline, through independent study.
5. To ensure a consistent approach to homework throughout the school.

Federation guidelines

Across both schools we aim for all children to develop a love of learning and so home learning needs to be interesting and motivating. We encourage all children to engage in home learning activities which are inclusive and, where possible, open ended.

All children are encouraged to share a book with an adult at least 5 times per week. This could be their reading book or another book of their choice. This might include fiction, non-fiction, comics and magazines. Colour banded reading books should be read 3 times in order to encourage and reinforce fluency.

All children are encouraged to practise spellings / phonics and times tables to support learning in class. All children will receive 5 spellings related to current spelling learning.

Children will be given the opportunity to make suggestions about home learning activities they would like to participate in and that they would find useful.

From time to time, personalised home learning activities will be shared with families if it is felt this would be particularly helpful for the child. This might include reinforcement of counting to a specific number, learning number bonds or recognising specific phonic patterns.

When homework has a written outcome, it should be checked as soon as possible and feedback given when appropriate.

Iron Acton specific guidelines

Home learning for children in Years 1 – 6 takes the form of Learning Conversations. Children are required to engage in a meaningful learning conversation each day with their families and this must be verbal; they are not expected to make or produce

anything. A learning conversations prompt sheet is stuck into each child's home learning book which is sent home each Monday for the week ahead. Parents are invited to make comments and to tick to show that a conversation has taken place.

Children in Years 5 and 6 will each have a maths and English focused work book. They will be expected to complete one piece from each on a weekly basis.

Hawkesbury specific guidelines

Homework jigsaws will be sent home on a termly basis (6 times per year) to pupils in Robin, Swallow and Hawk classes. Each jigsaw will set 8 different pieces of homework, covering a range of different areas of the curriculum.

Children should do one homework task per week. As there will be more tasks on the jigsaw than weeks in the term, children may select which pieces of homework they do.

The middle piece of the jigsaw outlines the weekly additional homework that children should do. This includes reading, spelling practice and mental maths.