



## PINNACLE SCHOOLS FEDERATION HOME LEARNING POLICY

<b>Author/Person Responsible</b>	<i>Executive Headteacher</i>
<b>Date of Ratification</b>	<i>25<sup>th</sup> September 2023</i>
<b>Ratification Group</b>	<i>Standards Committee</i>
<b>Review Frequency</b>	<i>Bi-Annually</i>
<b>Review Date</b>	<i>September 2025</i>

### Equality Impact Assessment (EIA) Part 1: EIA Screening

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

#### Groups that may be affected:

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	<b>Existing or potential adverse impact</b>	<b>Existing or potential for a positive impact</b>
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	No impact	
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	No impact	
<b>Gender reassignment</b>	No impact	
<b>Marriage and civil partnership</b>	No impact	
<b>Pregnancy and maternity</b>	No impact	
<b>Race</b>	No impact	
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)	No impact	
<b>Gender identity</b>	No impact	
<b>Sexual orientation</b>	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. Phonetically decodable reading books should be read at least 3 times in order to encourage and reinforce fluency.

All children are encouraged to practise spellings / phonics and number facts including times tables to support learning in class. All children in KS1 and KS2 will receive 5 spellings related to current spelling learning each week.

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 a 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 unless they choose to do so. 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**

Home learning for children in Key Stage 1 takes the form of reading, spelling and mathematics using the White Rose app to encourage fluency. From time to time, teachers may choose to provide additional home learning to reinforce current learning in class.

Children in Key Stage 2 will each have a maths and English focused work book. They will be expected to complete one piece from each on a weekly basis. Children are expected to take responsibility for checking answers with support from a parent / carer. Teachers will not routinely mark homework books but will provide support to individuals and groups where needed.

### **Monitoring**

Class teachers and subject leaders will monitor the impact of home learning on overall standards of achievement.

Consultation with parents will take place through parent council meetings which take place three times per year.

Governors will monitor impact of home learning through conversations with subject leaders.