Our Lady of Lourdes Catholic Primary School

Wesley Road, Hillside, London, NW10 8PP

Growing together in faith, hope and courage, we inspire each other learning to continue Christ's Mission

Home-Learning Policy

Policy details			
Legal Status:	Non-Statutory	Responsible Person	Assistant Heads/Head Teacher
Last Review:	September 2023	Next Review:	September 2025
Adopted by Governors:	4 December 2019	Curriculum Committee	

Introduction

This home-learning policy has been reviewed in the light of comments retrieved from parental questionnaires and parental consultations.

We believe home-learning consolidates and reinforces skills and understanding in Maths, English and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together to develop an effective partnership between home and school.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school that is reflected in the Home-School Agreement.

We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and enrich their learning with parental support while still allowing 'down time.'

A breakdown of how home-learning is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so that by the time children reach Year 6 they have established a clear routine in preparation for high school.

Home-learning is uploaded to Google Classroom. Please speak to your child's class teacher for clarification on home-learning activities.

Early Years Foundation Stage	Each week, Reception children receive the following in their home-learning book: ● Maths work ● Handwriting ● Drawing ● Reading (to be recorded in their reading record) One child takes home the class mascot each week along with the Teddy's Diary to complete. This begins in the Spring term for Nursery.
Key Stage One	Each week, children receive the following on Google Classroom: ● Multiplication Tables ● Spelling ● Handwriting Reading should take place nightly for 10 minutes and needs to be recorded in their reading record. Children are encouraged to write in their home diary nightly and to bring it to school each day to share with their peers. One child takes home the class mascot each week along with the Teddy's Diary to complete.
Key Stage Two	Each week, children receive the following on Google Classroom: ● Multiplication Tables ● Spelling ● Handwriting

	Reading should take place nightly for 20 minutes and needs to be recorded in their reading record.

1. Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Curriculum Committee and to the Head teacher to oversee the development of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Head teacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

2. Role of the Head Teacher

The Head teacher will:

- promote this policy by raising its status and importance;
- ensure that home-learning is built into teachers planning;
- provide supportive guidance for parents;
- keep up to date with new research with regard to home-learning;
- monitor and evaluate this policy

3. Role of the Teachers

Teachers must:

- place all home-learning information on Google Classroom
- set home-learning appropriate to each child's ability;
- explain when, what and how the work is to be done before setting so that each child clearly understands the task;
- when necessary provide feedback in line with the Marking and Feedback Policy

4. Role of Parents/Carers

Parents/carers are asked to:

- sign the Home-School Agreement indicating their support for home-learning;
- praise the value of home-learning to their children;
- provide a suitable space in their home where their children can concentrate on their home-learning;
- establish a clear home-learning routine such as no television;
- provide materials pens, pencils etc.;
- go through the home-learning before their child starts and discuss the completed work when finished;
- make the experience as pleasurable as possible;
- find time to read with their child;
- discuss, encourage and praise their child's efforts;
- contact the school if they are not sure of some aspect of the home-learning or if their child is experiencing difficulties in completing it;

5. Role of Children

Children are asked to:

- complete their home-learning and submit any written home-learning on time;
- listen carefully in class to make sure they understand what is asked of them;
- contribute to pupil interviews and pupil questionnaires on home-learning for the school to monitor and evaluate;
- when necessary make sure they get feedback on their home-learning;
- complete all home-learning tasks as directed by the teacher
- have a go at all their home-learning activities

6. Types of Home-learning

All home-learning tasks and activities are designed to consolidate and reinforce skills and understanding in RE, Maths, English and across the curriculum. At Our Lady of Lourdes we promote the importance of reading, writing and multiplication tables.

7. Feedback

All children receive prompt feedback on their home-learning in a variety of forms such as:

- verbal
- written
- class discussion
- praise and recognition during an achievement assembly

Parents are asked to:

- check Google Classroom daily for home-learning updates
- contact the class teacher if you experience difficulties logging on the Google Classroom
- give teachers any feedback they feel might be useful;
- encourage their children to talk about their learning during the day
- contact the school if they have any concerns

8. Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed when the need arises, and the necessary recommendations for improvement will be made to the governors