



Langley Mill Church of England (Controlled) Infant School and Nursery



HOME LEARNING POLICY

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

Written / Reviewed by	Date	Approved by GB	Minute Number	Next Review Date
Karen Scrivens	September 2012	03/10/2012	GB/2012/70	December 2014
Karen Scrivens	October 2014	17/03/2015	GB/2015/17	October 2015
Karen Scrivens	September 2015	30/09/2015	GB/2015/71	September 2016
Karen Scrivens	September 2016	16/11/2016	TLC/2016/32	September 2017
Karen Scrivens	September 2017	12/02/2018	TLC/2018/10	September 2018
Karen Scrivens	September 2018	05/12/2018	GB/2018/84	September 2019
Karen Scrivens with all staff	September 2019	24/09/2019	GB/2019/71	September 2020
Karen Scrivens with all staff	September 2020	23/09/2020	GB/2020/44	September 2021
Karen Scrivens with all staff	September 2021	21/09/2021	GB/2021/65	September 2022

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Home Learning Policy

Aims of home learning:

- To enable pupils to make maximum progress in their academic and social development.
- To help pupils develop the skills of an independent learner.
- To enable all aspects of the curriculum to be covered in sufficient depth.
- To provide educational experiences not possible in school.
- To help children develop good work habits for the future.
- To promote co-operation between home and school in supporting learning.
- To consolidate and reinforce the work completed in school.

Rationale for home learning:

Home learning is anything the children do outside the normal school day that contributes to their learning, in response to guidance from the school. Home learning encompasses the wide range of activities instigated by teachers and parents/carers to support the children's learning. For example, parents/carers who spend time reading stories to their children before bedtime are helping with home learning tasks.

Home learning plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth. While home learning is important, it should not prevent children from taking part in other relevant activities and/or out of school clubs.

Types of home learning

Home learning is an integral part of the curriculum and is planned and prepared alongside other programmes of learning.

Early Years teachers provide weekly tasks that include daily book sharing, learning a word of the day, talking about the book of the week and taking part in a practical maths activity. By sharing these activities with their child the parents/carers will have the opportunity to support their child's learning and development including promoting a rich use of language at home.

Once the children start full time schooling, to the end of year two, the children take home reading books and phonics activities to share with parents/carers. These are accompanied by a reading diary for parents/carers and teachers to comment in, giving an effective home/school link. Supporting leaflets and workshops explain this process.

Key Stage One teachers also provide weekly home learning tasks that includes daily reading, words of the day that are related to the topics and a mathematics task linked to the objectives being covered each week. Key Stage One teachers also give a set of spelling words for the children to 'look, read, cover, write and check' for the weekly spelling check in class.

Home learning that is recorded and returned receives feedback. This helps to acknowledge the time and effort put into home learning tasks, particularly as some children may do the work independently at home.

Special Educational Needs/Disabilities (SEND)

- Staff at Langley Mill Church of England (Controlled) Infant School and Nursery believe that home learning in this school uses approaches which are valuable to children with special needs and/or disabilities.
- The current SEND policy details the schools approaches to children with learning/social. emotional, mental health issues, and the statutory requirements.
- Staff are sensitive to the needs of individuals and differentiate work and assessment to ensure their particular needs are met.

This policy will be reviewed on an annual basis.



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Information for Parents and Carers on Remote Learning

This information is to be used as a general guide and parents/carers can expect further details of remote learning for their child as and when it is required. We aim to implement immediate remote learning for your child's absence. There are two general scenarios outlined below; the first scenario where your child is not permitted to attend school and the second outlines the actions in the case of a whole bubble not being permitted to attend school.

PLEASE NOTE - Home learning is compulsory to ensure that learning time is not lost and children's education and future success is not affected.

Circumstance	Remote Learning
<p>My child is absent because they are:</p> <ul style="list-style-type: none"> Isolating due to having COVID-19 symptoms and awaiting test result. Isolating as they have tested positive for COVID-19. <p><i>NOTE - The rest of their class are attending school and being taught as usual.</i></p>	<ul style="list-style-type: none"> Your child's class teacher will provide a learning pack containing activities that reflect learning that is happening in the classroom with those still in attendance. If your child is in Nursery you will be given topic themed activities across 7 areas of learning. Some you will have to do <u>every day</u>, some you can choose to complete <u>over a two-week period</u>. If your child is in Reception you will be given a daily phonics/reading, maths, English, collective worship and physical session to complete as well as listening to a daily story. Alongside these you will be given a selection of topic-based activities across the 7 areas of learning that you can choose over the absence period. If your child is in Year One or Year Two, you will given a daily phonics/reading, maths, English, collective worship and PE session to complete as well as listening to a daily story. You will also be given lessons from other subjects that you can complete over the absence period. The packs will be provided on the website. You can choose to have this via email and in hard copy format too. You can submit completed work to class teachers for marking and feedback using Seesaw.
<p>My child is absent because:</p> <ul style="list-style-type: none"> A whole group/class has been told to isolate by track and trace. There is a local/national lockdown with partial/total school closure. 	<ul style="list-style-type: none"> CTs will set activities/lessons daily on Seesaw which mirror the sequence of learning in a school day. All will be loaded by 9 am each day. Children will be able to respond to learning set via Seesaw. Printed copies will be provided from staff in school for those having access issues. A minimum of one pre-recorded video will be transmitted to every class each day. Nursery children are expected to complete four activities each day – phonics, maths, topic and story. School children are expected to complete daily phonics/reading, maths, English, worship, PE, story plus at least one other area/subject in school, with a view that they cover all areas/subjects over the absence period. Work will be submitted and feedback will be provided via Seesaw between 9.30 am and 4.30 pm. Pupils, parents/carers and staff can communicate via Seesaw throughout the day.