



Little Heath School

Home Learning Policy

Reviewed on 10/09/19

This policy was adopted on 06/11/19

The policy is to be reviewed on 04/11/19

Signed _____ (Chair of Governors)

Introduction

We recognise that home learning is a valuable part of the school curriculum and can be an important means to raise a pupil's self-esteem, as well as supporting work done in the classroom.

The school and parents are partners in supporting the holistic development of every pupil.

We recognise each pupil as an individual and aim to give all pupils every opportunity to realise their full potential. We believe that a close partnership between the school, parents and the pupil is essential if we are to achieve this aim.

However, we also believe that it is not appropriate to overload pupils with a very rigid and strict policy of homework, as this can be counterproductive.

Role of the School

We recognise that home learning may take many forms and may include reading, written work, observations, research and practical application of skills taught at school. A focus on suitable life skills should form a key part of home learning for all Little Heath pupils.

We believe it is reasonable to expect that pupils have literacy, numeracy & communication homework according to the pupil's ability. It will be set at the discretion of the teacher *or* upon request from the pupil or parents, so that the level and frequency of the work does not place an unrealistic burden on the pupil.

We recognise that there will be occasions when more than one piece of homework will need to be set for a group. This will be assessed according to the pupil's academic and practical capabilities.

Pupils studying for Entry level Qualifications, GCSE and other accredited schemes will be set homework to reinforce key learning and prepare them more for their exams. Extra support, including lunchtime or after school Study Clubs, will also be available in school.

Monitoring and Communication

The development of social and communication skills is a priority for all pupils and so we will share relevant strategies with parents and carers. Teachers will make every effort to work closely with parents in the development of self-help and independence skills and in the management of behaviour, where consistency between home and school is especially important. Detailed discussions on supporting pupils' learning will happen at review meetings throughout the year.

Class/subject teachers will be responsible for monitoring their pupils' homework. The class/subject teacher will be responsible for liaison with parents on matters relating to homework.

Teachers and parents may agree set days for distributing homework and, when applicable, set days to collect and mark the work done.

Role of Parents and carers

We consider that reading regularly is an essential part of building literacy skills. The expectation of regular reading will differ between pupils, but at least three times a week for five minutes should be encouraged for a pupil to read or a parent to read to a pupil.

We encourage our parents and carers to support our school's policies and attend parent/teacher meetings to discuss your son/daughter's progress.

We expect our parents and carers to support their son/daughter with work that is set, which may be academic or practically based, as this will help to enhance and re-enforce the pupil's learning and development.

It is vital for the parents and carers to support the school in the teaching of safe and secure internet use at home, and inform the school promptly of any concerns or problems that may affect your son/daughter's learning, behaviour or happiness at school.

Review

This policy will be reviewed annually, taking account of the views of pupils, parents and carers, and teachers from annual reviews and comments in home/school communication books, diaries and parent and carers consultation meetings.