



Enabling Excellence for Exceptional Futures

Policy name:	Home Learning Policy
Policy group:	Curriculum
Policy status:	Non statutory
Linked REACh2 policy(ies)	
Policy owner:	Gemma Jackson- Head Teacher
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Home Learning Policy

At Green Park Village Primary Academy, we believe that each learner has individual and unique needs and is on their own learning journey. Learners may attain differently to each other, however it is expected that all learners make progress and this is evidenced in learning journeys. Learning journeys may be evidenced through:

- Online learning journals- we use Tapestry;
- Books and booklets- we use exercise books;
- Progression through reading schemes- we use Big Cats Little Wandle Letters and Sounds recorded progression in Reading Records and through observations on Tapestry;
- Floor Books or learning displays- these might be used for whole class learning, where individual task may not be used;
- Progression through developmental or age-related expectations- we use Tapestry and O Track to record our ongoing (formative) and summative judgements of where children are in their learning according to national expectation markers.

The view of Green Park Village Primary Academy is that all direct teaching is carried out by the Learning and Teaching Team in school (Teachers, Learning Support Assistants). All approach ensures this occurs, with an approach of both Quality First Teaching and Quality Additional Teaching in place.

The school welcomes parents/ carers (referred to as parents) supporting their child’s learning by practising skills learned in school at home.

To support parents, the school provides for all children:

- Links to suitable websites and handwriting style/ model;
- Access to hard copies of levelled books and non levelled books;
- Access to online copies of levelled books and non levelled books;
- Access to an online app for practising number facts/ times tables.

The school provides for KS2 children only:

- Access to additional learning activities linked to the Multiple Intelligences (Gardner)

The school recognises that a family’s approach to Home Learning may differ. Thus, children are never penalised for non completion of Home Learning activities. However, there will be praise/ celebration of elective Home Learning Activity completion.

At Green Park Village Primary Academy, Home Learning is intended to:

- Support and enable parents to feel involved in their child’s learning journey by sharing learning activities together;
- Enable increased success in fluency in reading and maths by additional practise at home;
- Promote a sense of routine for learning at home for a child’s future journey through education;
- Extend the school’s GRIT values into home life.

Home Learning across the school

We expect all children to practice their reading at home. This means reading their levelled book (Book Band/ Phonics Phase) to an adult 5 out of 7 days per week. We expect parents to write a short comment in their child’s yellow Reading Record. Ideally, we’d like children to read a ‘book to share’ with parents daily.

	Reading – access to books for daily reading practice	Literacy	Maths- access and practise	Other- elective/ optional
Reception	Child reading levelled book to	Common Exception Words/ ‘Tricky Word’	Numbots	Accessing shared websites
Year 1			Numbots	
Year 2			Numbots	

	adult, provided by school	spellings provided by school	Times Tables Rockstars	
Year 3			Times Tables Rockstars	Multiple Intelligence activity linked to Enquiry Theme
Year 4			Times Tables Rockstars	
Year 5	Child/ adult reading a 'book to enjoy together' book, provided by school (or parent can access from home/ library)		Times Tables Rockstars	
Year 6			Times Tables Rockstars	

Response from school:

Reading- daily initial/ sign (response if one is required) and weekly learning comment;

Reading- providing access to levelled online texts;

Maths- assigning activities;

Multiple Intelligence activity linked to Enquiry Theme- verbal praise and celebration of activities shared (KS2).

Responsibilities and arrangements for Home Learning

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The **Head Teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for all learners;
- Evaluating the impact of this policy on supporting the learning journey for all learners in the school;
- Ensuring that the implementation of this policy and the effects of this policy as a whole are monitored and reported to governors.

The **Phase Leads** are responsible for:

- Overseeing the day-to-day operation of this policy;
- Ensuring that an agreed, consistent approach is adopted and applied by all teachers and LSAs;
- Liaising with and advising teachers;
- Helping staff to identify pupils with SEND or other needs who may need a recorded bespoke approach;
- Liaising closely with parents so that they are aware of the strategies that are being used and are involved as partners in the process;
- Managing and training learning support staff.

Class Teachers are responsible for:

- Making themselves aware of this policy and procedure and following it consistently for all children;
- Giving feedback to parents as per school's approach.

Learning Support Assistants should:

- Be fully aware of this policy and follow it under the direction of the teacher and/or Phase Lead;
- Support with ensuring access to school resources.

Inclusion arrangements and access to targeted feedback within a broad and balanced curriculum

At Green Park Village Primary Academy, we have high expectations of all our children and all children are given the opportunity to achieve their full potential. We aim to offer excellence and choice to all our children, whatever their ability or needs, through the removal of barriers to learning and participation. We want all our children to feel that

they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

With regard to providing Home Learning, it may be that bespoke activities are set. These would be detailed in an Individual Support Plan, where this is in place, as a specific way of adults supporting a child a child at home.

Monitoring and Evaluation

The Academy and Governors routinely evaluate and monitor the success of the feedback provided. The success of the school's Home Learning is evaluated through self-evaluation and reporting activities such as:

- Monitoring of practice by the Head Teacher and other school leaders;
- Analysis of pupil tracking data and test results for individual learners and for cohorts;
- Value-added data for learners;
- Termly monitoring of procedures and practice by the Education/ Curriculum Link Governor;
- The school's strategic plan (the SDP), which is used for planning and monitoring provision;
- Visits from REAch2 personnel, LA personnel (statutory key stage moderation purposes) and Ofsted inspection arrangements;
- Feedback from parents and staff, both formal and informal.