



Colindale Primary School

Home Learning Policy

UNICEF Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

UNICEF Article 28 Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve his.

UNICEF Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Policy Reviewed	March 2019
Next Review	March 2022

Contents

1. Statement of intent

2. Responsibilities

3. Home Learning Tasks

4. Equal Opportunities

5. Policy review

Statement of intent

Colindale is a vibrant, enthusiastic, forward-thinking and safe learning environment in which children are given every opportunity to complete a fulfilling primary school education and reach their full potential.

At Colindale, we believe that home learning plays an important part in a child's education. We are aware that children have opportunities and experiences outside of school that are vital to developing and enriching their lives, encouraging them to become active learners by applying skills learnt through real life situations (eg telling the time, measuring through cooking, calculating prices in the supermarket, reading bus timetables). We believe it is important that children learn these life skills and apply their knowledge and understanding to the wider world.

We give careful consideration to making home learning well-balanced across the whole school.

This Home Learning Policy was developed in consultation with staff members, parents, pupils and with the full agreement of the governing board.

Aims

Colindale's Home Learning Policy aims to:

- Develop a consistent approach to home learning throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to home learning.
- Ensure that parents have clarity on what their child is expected to do.
- Work with parents and involve them in their child's learning.
- Use home learning as a tool for increasing enjoyment of the curriculum and for giving children the opportunity to apply their skills and knowledge.
- Improve the quality of the learning experiences by extending learning beyond the classroom.
- Give pupils further practice and deeper understanding of skills, knowledge and concepts learned at school.

We actively promote the Colindale Rainbow Values:-

R Respecting each other, ourselves and the global environment

A Aspiring to be the best that we can be

I Including everyone in everything

N Never giving up

B Being a good friend

O Optimistic about making the world a better place

W Working together to achieve more than we can achieve by ourselves

1. Responsibilities

1.1. The role of the headteacher and governing board:

- Monitor the effectiveness of the policy every three years.
- Review the policy every three years and make appropriate updates as required.
- Support parents with information about home learning.
- Inform new parents about the Home Learning Policy.

1.2. The role of the teacher:

- Ensure all home learning given is purposeful and links directly to the curriculum.
- Give feedback to pupils when appropriate.
- Be available for discussion if necessary to parents and pupils about home learning.
- Ensure home learning takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Set up a space in their classrooms to celebrate home learning

1.3. The role of parents/carers:

- Become involved in their child's home learning and encourage their child to have a positive attitude towards it.
- Provide educational experiences beyond the school (visits to the library, galleries and museums, places of worship)
- Provide suitable conditions and resources for their child to complete home learning.
- Praise their child and celebrate achievements with regard to their home learning.
- Inform teachers of any issues that may arise with regard to accessing home learning and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning.

1.4. The role of pupils:

- Take responsibility for their own learning.
- Have a positive approach towards home learning.
- Make sure they understand home learning tasks.

2. Home Learning Tasks on our school website

At Colindale Primary School children work very hard during the school day and so we have developed a *Home Learning* page on our website at

<https://www.colindale.barnet.sch.uk/learning/home-learning/>.

On this page we have provided a range of activities and links to educational websites with thousands of exciting and valuable learning activities and games to play, which parents and carers can do with their children at home, at their own pace.

We believe that the opportunities and experiences that children have outside of school are equally important in developing and enriching their lives, therefore we have also suggested places to visit, the majority of which have free entry.

In all year groups teachers also set tasks for the children to do at home, which complement the activities on the website. (See table below)

Year Group	Home Learning tasks set by class teachers
N	Reading books from the Nursery library
R	Reading Guided Reading or library books Tricky Words Practice Phonics and number practice Topic tasks
1	Reading Guided Reading or library books Spelling Tricky Words
2 to 5	Guided Reading or library book Spellings Multiplication tables practice
6	Guided Reading or library book Spellings CGP Homework Books (English and Maths)*

***In year 6** we have bought homework practice books for both English and Maths - we will be setting weekly tasks in these up until the SATs. For those children working below the level of the tests, less challenging practice books have been purchased so the teachers can select one at a suitable level to meet their needs and enable them to feel included within the general expectations of the year group.