



**CALTHORPE
ACADEMY**
Skills for the life we want

Home Learning Policy

*All policies are electronically signed and available on Governor Hub

Ratified by the (Local Governing Board)

Signed by the (LGB):

Date: May 2022

To be reviewed (every 2 years):

Date: May 2024

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1. Rationale

Home learning can make an important contribution, at all stages of education, to pupils' progress at school. Students' learning continues through the completion of homework or via accessing remote learning at home in circumstances where they are unable to attend school. The homework provided to our students will be developed to enhance and help improve students' Literacy, Numeracy and subject knowledge. Its' nature, purpose and quantity will vary according to the individual need and age of the pupil.

2. Aims

Through the school policy for home learning, we aim to:

- Provide opportunities for parents/carers, our students and the school to work together in partnership in relation to children's learning.
- Ensure parents/carers are clear about what homework is given, when it is given and what their child is expected to do.
- Practise or consolidate basic skills for life and knowledge, especially in Literacy and Numeracy.
- Encourage students and their parents/carers to share and enjoy learning experiences.
- Ensure that the needs of individual pupils are taken into account when home learning tasks are set and the work covered is an appropriate challenge.
- Improve the quality of the learning experience offered to students and to extend it beyond the classroom environment.
- Use homework as a tool to help to continue to raise standards of attainment and enjoyment of learning.
- Encourage students to develop the responsibility, confidence and selfdiscipline needed to study as independently as they are able.
- Ensure consistency in the approach to remote learning for learners who aren't in school

3. The Nature of Homework

It should be noted that homework can be set in many different forms with different expectations and outcomes. It is important to remember that when setting homework there are a number of points to consider:

- The nature and type of homework is in line with their curriculum pathway and changes throughout the learner's school career
- Amount and frequency of homework will differ according to the learner's ability level
- Homework should not cause undue stress on the pupil, family or the teacher
- It will not necessarily come in form of a written task

4. Homework Tasks

□ The learner's individual educational programme (informed by their EHCP targets) will provide strategies for families to use at home to support the pupils in making progress over a period of time. Other tasks will be provided weekly if appropriate for the learner.

5. Homework Procedures and Co-Ordination

Homework will be managed by...

- Individual teachers and class teams discuss with parents initially during parental consultations, outlining how homework is matched to the EHCP, learning targets or Calthorpe Curriculum.
- Increased parental awareness of homework through the SZapp and Website.
- Overall accountability for the oversight of homework rests with the Senior Leadership Team's parental engagement lead.

6. Remote Learning Procedures and Co-Ordination

Remote learning will take affect when a learner is absent (for a period of 5 days or more. It is to enable all learners to access learning and provide a consistent approach for those who are unable to attend school.

At Calthorpe Academy we put the child's wellbeing at the centre of our thinking in relation to remote learning- the primary focus around remote learning is the learner's development of their EHCP targets which are set with parents/carers with education and health care professionals.

We acknowledge that learners will have different reasons for not attending school and changes in routine can lead to learners not learning effectively due to change of routine/ illness.

So with this in mind, Calthorpe Academy has thought about the most effective way to restore learners' knowledge, skills and mental wealth by

working in partnership with Parents/Carers and Health/ Care professionals centred around the child and learner views to ensure learning is purposeful.

Teachers must:

- Send out home learning tasks via the most appropriate method
- Completing the home learning tracking dataset located via shared home learning-tracking
- Contacting the learners' parent(s) to ensure understanding of the work set and providing guidance around implementation
- Monitor pupils' engagement and communicate effectively with parents and colleagues if there are concerns
- Contact families at least every two weeks after work was set to ascertain feedback and plan for the next steps in learning
- Support parents with home learning ideas. Not all of our learners will be able to access all the learning due constraints with family commitments and work commitments. Many learners will not work for their parents in the same way as they work in school. We must not expect parents to be teachers. It must be made clear to parents and teachers alike to 'do what they can'. Not all learners will be carrying out school work on a daily basis and we do not expect this if they have been absent due to illness.

7. Monitoring & Evaluation

- Each class shall have a homework folder (shared are: S:\Home Learning\Homework) and class teachers are to save homework within their classes folder. Teachers are to record homework sent on the Homework Tracker Spreadsheet. Extended Leaders are to monitor homework being set for learners in each class.
- Remote learning- teachers are to record work sent, feedback back from parents on progress made on the Remote Learning Tracker. Extended Leaders are to monitor remote learning being set for individual affected learners who are unable to attend school.
- Parental workshops shall be offered throughout the academic year by the school ensuring that they can support their children effectively at home using current techniques / strategies.
- An SLT member has the responsibility for the leadership of the Parental Engagement; and delegates responsibilities to key staff within the school.

As such, all Staff have a responsibility:

- To monitor compliance of the School Homework Policy.
- To meet and discuss with parents/carers, when appropriate.
- To inform new parents/carers to the school of the Homework Policy and what it entails, as part of the home/school agreement.
- Where homework is not completed Teachers/Teaching Assistants contact parents and ask why homework has not been completed. If the issue continues the importance of homework should be raised at Parental Consultations and EHCP meetings.

8. Homework Frequency

Homework is set at the start of each half term in order to have sufficient time for the learners to generalise their skills at home - communicating and receiving feedback from parents/ carers/ more abler learners is key to ensure that the work set is challenging/ enjoyable and whether more work needs to be set for home.

| Term | Homework to be completed by Teachers | To be sent home to parents/ uploaded to website |
|-----------------------|---|--|
| Each Half Term | By the end of Week 1 | Start of Week 2 |

8.1 Sixth Form:

- Homework is linked to learner's individual aspirational goals and the preparation for adulthood outcomes or accreditation with suggested activities. Tasks can be related to Accreditation. These will be sent termly with task suggestions each half term
- Parents will record homework feedback on the provided 'tracker'. More able students will provide feedback of homework tasks they have completed.

8.2 Learning for Life Pathway:

Homework is used to reinforce work covered in class by providing further opportunities for individual learning, to practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.

There is a universal offer in place for all learners within learning for life pathway comprising of:

- Strand specific Learners: Literacy and Numeracy including reading books and epic books, Numicon and Mathletics.
- Pre – requisite Learners: Basic skills - Literacy and Numeracy at home ideas and art exploration packs.

In addition targeted homework is set by class teachers based on the developmental needs of the individual learner. This may include:

- Physio plans and exercises
- Spellings
- Language and communication – Key signs and symbols for learners to practice at home.
- Handwriting including gross and fine motor skills and letter formation,
- Education city resources related to 'the world around us' learning within the classroom.

Homework Frequency - Universal homework to be prepared by teachers during the first week of the half term. Reading scheme books to be rotated on an individual basis for learners.

8.3 Foundations for Life Pathway:

- All homework's are based on the learners EHCP targets
- One Homework project consists of work on 2 key skill areas per half term:
 - a) 1x Problem Solving & Thinking
 - b) 1x Communication
 - c) 1x either Social and Emotional Regulation or Routines & Engagement

8.4 Engagement for Life Pathway:

- All homework's are based on the learners EHCP targets
- Homework is set half termly (but can be offered fortnightly for parents who request it more frequently)
- Homework based on an area within the curriculum that the learner is highly engaged in. It is an extension of the learning target that learners are working on within school in order to support their generalisation of skills in a different context.
- Homework sheets to parents explain:
 - What the target their child is working on in school
 - Suggestions of what they can do at home to support their child's learning

- Equipment they will need (*easily sourced household items)
- How to give feedback about their child learning at home

9 Type of Activities

Calthorpe Homework Activities should - Recognise the very wide variety of activities that can be considered to be appropriate as homework according to learners curriculum pathways, including key elements of the school vision – independence tasks, developing social understanding, communication activities and ensuring that parents to understand this too.

The following are examples of Homework activities that may be set:

- Twinkle Subscription/Resources/Firm Foundations Resources
- Books available online to be read, with reading books / paper copies available when internet access is not possible.
- Reading/Researching items relating to a lesson.
- Worksheets
- Practice of life skills/self-help skills
- Symbol activities
- Finding information
- Maths workbooks
- Drawing/Cut and paste and sequencing tasks
- Watching specific TV programmes
- Using APPS/Online learning resources

10 Annex 2: Home Work Pathway email addresses

| Department | Email address |
|----------------------|--|
| Learning for Life | lfl-homework@calthorpe.thrive.ac |
| Foundations for Life | ffl-homework@calthorpe.thrive.ac |
| Engagement for Life | efl-homework@calthorpe.thrive.ac |
| Post 16 | post16-homework@calthorpe.thrive.ac |

Waverley

lw1-homework@calthorpe.thrive.ac

11 Annexe 3: Homework-Learning for Life

Intent

We aim to use homework to improve the quality of learning experiences offered to our learners and extend these beyond the classroom environment. Homework will encourage learners and their parents to share and enjoy learning experiences. It will reinforce work covered in class by providing further opportunities for individual learning, to practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.

| | (Strand Specific learners) Literacy | Strand Specific learners Numeracy | Pre-requisite Learners Literacy and numeracy |
|---|--|---|--|
| Universal | Reading scheme books Book Band Books - Bug Club, Rapid Readers, PM Readers | Numicon - Resources and Activity Tasks | Basic skills - early literacy and numeracy at home ideas. Art and exploration packs together with ideas for projects provided for learners who are motivated by exploratory learning. |
| | Epic Books - https://www.getepic.com/ | Mathletics - Differentiated online challenges | |
| Targeted | Spellings Initial high frequency word assessment to provide words to practice | Recommended Apps List related to different curriculum areas? | Enrichment Opportunities and events Fixed, seasonal and cultural visits for learners and their families to experience. |
| | Handwriting Letter formation, sizing, pencil control, gross and fine motor skills | Physio Plans and Exercises | Skills at home Linked to developing independence |
| | Language Communication - Key signs and symbols for learners to practice | Literacy/ Numeracy/ TWAU Education City - Log in for specific subject areas to be sent | PSHE Resources linked to current curriculum coverage and individual learner need. |
| How to Access | Promotion | Tracking Home Learning | Homework Frequency |
| All programs can be accessed by parents through: <ul style="list-style-type: none"> Resources sent home Log in details shared for online programs Information sheet with details of how to access for parents | We will promote our homework through home school liaison in various formats which will include: <ul style="list-style-type: none"> Inspire workshops Home School Communication Newsletter Parental consultation meetings to discuss individual learner's needs Phone call homes School 5Zapp | Extended Lead will track homework allocation half termly. Teachers to indicate which programs of home learning have been set for individual learners on tracker. Reading records provided to parents to record progress. Parents provide feedback through email address given. | Universal homework to be prepared by teachers during the first week of the half term, ready to be shared in the second week. Reading scheme books to be rotated on an individual basis for learners. Homework monitored half termly. |

Impact

Learners will have access to high quality learning opportunities at home to continue the application of knowledge taught within school. Parents will be empowered to support their child and equipped with the skills and resources needed to do this at home. Progress within curriculum areas will be impacted through the contributions of both the academy and support within the home. Through effective communication, learners are provided consistent opportunities to learn and generalise skills continuously.

12 Annexe 4: Homework Foundations for Life



Foundations for Life Home Learning Activity Plan

Learner name: Joe Bloggs

Class: F1

General Routines:

| | Targets | Activities |
|-----------------|--|--|
| Morning Routine | Target A PS1.3 Can put shoes on the correct feet | Task/Activity A  <p>Joe is working on putting his shoes on the correct feet independently. This can be tricky for learners to understand. Here are some tips and tricks to support Joe with this task.</p> <ol style="list-style-type: none"> 1. Put matching stickers or designs with permanent markers on the inside rim of each shoe 2. Get Joe to place the shoes down so that the stickers/designs are touching each other 3. Joe should then stand directly behind their shoes 4. Support Joe to step one foot forward into the shoe directly in front of them and repeat on the other side |
| Breakfast | Target A KSK1.1 Follows instructions to ensure safe use of equipment while in the | Task/Activity A <ul style="list-style-type: none"> • Start inviting your Joe into the kitchen to help you bake and cook. He enjoys exploring foods so allowing him to explore the touch and appearance of foods without forcing him to eat them is a good start. • There are a variety of cutting tools and knives with which children can learn and still stay safe. Many tools are able to slice soft foods, and yet unable to do any damage to a child's fingers. <p>Let your child safely experiment and even struggle a little bit while cutting. Don't step in right away when they can't cut something. They are learning. If you see your child is getting frustrated, ask if he needs help.</p> |



| | | |
|-------|---|---|
| | kitchen- E.g. a knife | <ol style="list-style-type: none"> 1. Model - The first step in our children developing new skills is usually watching other people. Teach your child the proper way to hold a knife and where to put his other hand. Also important is teaching your child when to simply press down to cut, and when it's appropriate to use a sawing motion to cut. 2. Start with plastic & learn the movement - Start by using playdough or a dough mixture. Using plastic knives or butter knives allow Joe to practise cutting in play-doh or another type of dough mixture. Using knives like these, which are essentially like the real thing only plastic, gives them the opportunity to learn how to safely hold and use knives. 3. Practice - In order to develop Joe ability and understanding, Joe needs opportunities to practice. Try letting Joe help cut up vegetables or fruit that will be used for the meals you are preparing.  |
| Lunch | Target A E3.3 Can put food on a fork and eat | Task/Activity A Self-feeding is a very complex task and it is common for children to have difficulty using cutlery to feed themselves. <ul style="list-style-type: none"> • It is important that your child is well supported when they are learning any new skill. Whenever possible ensure that your child is sitting at a table. Always set the dishes and utensils out in the same way to develop a routine and help your child locate items at each meal. |

13 Annexe 5: Homework: Engagement for Life



Homework for Engagement for Life Pathway

Purpose of homework:

Homework is a great way for you to share and enjoy learning experiences with your child and improves the quality of learning experiences through practicing and consolidating basic skills and knowledge related to their EHCP targets at home.

Frequency:

Every two weeks your child's teacher shall inform you about a target they have been working on at school and suggest home learning activities that you can do with them at home.

| | |
|--|---|
| Learner: | Joe Bloggs |
| Subject: | Body & Spatial Awareness |
| This week I have been learning: | BSA4 To develop awareness of own hands and arms |
| At home you could: | <ul style="list-style-type: none"> Water activities – placing hands in tray of warm water, cold water, bubbly water, etc. Place interesting tactile objects in the water for your child to 'discover' with their hands  <ul style="list-style-type: none"> Placing hands in trays of different textures e.g., bubbles, feathers, cooked spaghetti or pasta shapes, icing sugar mix, dried leaves  |
| You will need: | Plastic mixing bowl/ tray; bubble bath; cooked (cooled) spaghetti; leaves; icing sugar |
| How did it go? | <p>Please let us know how your child has got on with their homework</p> <ul style="list-style-type: none"> Was it too hard/ too easy; Were they engaged Did they enjoy it <p>Please send your homework photos (with your child's name) to:</p> <p>efl-homework@calthorpe.thrive.ac</p> |

14 Changes

| Description | Date | Page | Section |
|---|----------------|-------------|----------------|
| Homework Policy Added | September 2021 | 12 | 9-15 |
| SLT responsibility: parental engagement lead. | March 2022 | 13 | 13 |
| LFL Homework | May 2022 | 9 6 | 18 8.2 |
| EFL Homework | May 2022 | 11 7 | 20 8.4 |
| Consistency of approach for remote learning | May 2022 | 3 | 2 |
| Nature of Homework | May 2022 | 3 | 3 |
| Remote Learning | May 2022 | 6 | 4 |
| Monitoring & Evaluation | May 2022 | 5 | 7 |