



Home Learning Policy

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
Sept 2021	Sept 2022			

Single Equality Statement

The [Equality Information and Objectives](#) document, for Veritas MAT, provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

Governor Statement

The headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.

Each school has a Regional Governing Body. Warden House and Pilgrims' Way Primary Schools share a Regional Governing Body while Mundella Primary has its own Regional Governing Body. The Regional Governing Body sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assure their work.

The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assure their work. Veritas MAT has two Regional Governing Bodies. Key areas of responsibility for the Regional Governing Body are:

Standards, Finance and Audit, Human Resources, Infrastructure and Procurement

The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust. Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.

The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools.



Aims of Policy

- Ensure that parents are clear about what their child is expected to do
- Ensure consistency across the school
- Ensure opportunities for parents, children and school to work in partnership in relation to children's learning
- Encourage children and their parents to share positive learning experiences
- Reinforce learning covered in class by providing further related learning opportunities
- To practise and rehearse basic skills and knowledge especially in English and Maths
- Encourage children to develop the responsibility, confidence and self- discipline to study independently
- To prepare children for the transfer to secondary school

The nature of home learning

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

1. The nature and type of home learning changes throughout a pupils school career.
2. Amount and frequency of home learning should increase as a pupil gets older but this may also vary through the school year and be appropriate to the ability of the child.
3. Home learning should not cause undue stress on the pupil, family or the teacher
4. It will not necessarily come in the form of a written task
5. Home learning should be set regularly from Foundation Stage to Y6

Recommended time allocation

Home learning should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Daily practice is to be encouraged e.g. reading, spelling and times tables but there is no recommended guidance on the amount of time a child needs to spend on their home learning.

Home learning tasks

At Mundella home learning tasks are provided within the form of a 'Bingo' board. Pupils may undertake these tasks in any order and record their work within their homework books. Home learning activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All home learning tasks and activities will have a clear purpose and assist pupils in the process of their academic development. They will also be flexible enough to cater for a range of needs and enable pupils to develop the activities to reflect their interest, appetite and ability.

Role of the class teacher

- To provide an explanation of home learning tasks to children and, when necessary, parents and give guidance of how they might assist their child. This may be done by a note with the work, at a pre-school parents meeting or at an open evening if possible
- To set up regular home learning in an easily followed routine
- To ensure that home learning is set consistently across classes in the school
- To set home learning that takes equal and racial opportunities into account
- To ensure any home learning is purposeful and links directly to the curriculum being taught
- To reward and praise children who regularly complete home learning tasks
- To mark home learning appropriately, when necessary and give feedback to pupils

The role of the governing body

- To check compliance of the Policy
- To meet and talk with parents when appropriate
- To discuss with staff how far the policy is being successfully implemented

The role of parents

- To support the school by ensuring that their child attempts their home learning
- To provide a suitable place for their child to carry out their home learning
- To encourage and praise their child when they have completed their home learning
- To become actively involved and support their child with home learning activities
- To make it clear that they value home learning and they support the school by explaining how it can help learning

General information

- Wherever possible staff should try to mark any home learning that is returned by pupils. This will help to give the whole process of setting and completing home learning a higher profile and status. It will also send out the message that home learning is an important and valued aspect of school life. Marking home learning is a way of keeping track of who has completed it, and giving them feedback on how well they have met the objectives. However, marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.
- If children are absent due to illness we will not send home learning home. We would assume the child was too ill to work and will therefore only hand it out once they return to school.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **In such circumstances the teacher should consult the Head Teacher first.**
- It is not possible to give additional home learning when parents take holidays in term time
- Parents/Carers who have queries about home learning should not hesitate to make an appointment to see their child's class teacher