

HOME LEARNING FOR GROUPS 2-6

At IPS, we have chosen to use the term, *home learning*. The type of activities provided reflect the educational philosophy of our school, and the differing abilities of our students.

Why do we have these guidelines?

Teachers, students and parents need clarity regarding expectations of what should or should not be done with regard to home learning. This document was designed to present a clear guide, recognisable as something being implemented throughout the whole school, and showing a logical relationship between what is provided to students in different classes.

What are the home learning opportunities for students?

Each year group publishes suggested home learning at the beginning of each new unit. These tasks are designed to allow students to:

- Consolidate skills (e.g. research skills) in locations apart from the school environment
- Take responsibility and organise tasks in an appropriate manner, preparing them for the individual approach expected as they progress through the different levels of education
- Become active (not passive) learners by using the suggested activities to reinforce and deepen or extend personal inquiries
- Take ownership of their own learning

What are the teachers' responsibilities?

The teacher will ensure that:

- Activities are relevant and connected to the unit
- Opportunities are provided for students to work independently
- Suggestions are made for related excursions and links to the local community
- Activities are chosen to support parents in engaging with their child/ren in discussions surrounding the current mathematics and/or language focus

Does home learning have to be completed?

Teachers are responsible for learning in the class situation; however, home learning activities are designed for the home environment and although feedback from students is always welcome they are not activities that need to be handed in at school. Parents are encouraged to discuss activities with their child, offer them the opportunity to feedback or present their findings to them at home. Conversation is key to enduring understanding, and an important opportunity to make connections to your home languages. Students are welcome to share their new knowledge and understanding in class settings when there is a connection between a home activity

and class content. A set time for home learning discussion will not be timetabled as discussion and feedback is more purposeful when shared in context.

What is our school's approach to home learning?

Our teaching approach will be transdisciplinary in nature; connected to the year group's programme of inquiry, and will include suggested websites and trips as well as key vocabulary for the unit.

- Suggested home activities are directly connected to learning in the class.
- They may be of a transdisciplinary nature, connected to the year group's unit of inquiry, or other areas being addressed in the class.
- In individual cases, where a child is receiving additional support, the student *may* receive additional tasks from an Inclusion teacher.
- Suggested activities are designed to enrich the child's development and feedback is an essential element in this. Therefore, parents should discuss activities with their child to support understanding.
- The child is encouraged to develop ownership of their home learning thus the learning becomes a shared process involving family members.
- Reading or being read to is expected on a daily basis.

Extra-curricular activities that children participate in outside of school hours are equally important for the development and fulfilment of the child. These should be encouraged and supported for the child's social, physical and emotional well-being. This policy recognises and allows time for these to take place. The value of play, social interaction and time to relax should not be understated during the primary years and encourages a balanced approach to their lives.