

Crombie Family Learning Policy

Aim – to provide family learning opportunities which aim to share and consolidate pupil learning.

Introduction

Staff have researched the different theories, consulted with parents and pupils and have engaged in a thorough discussion which has formed this policy.

"It is helpful to think about homework the same way you think about prescribed medication or a dietary supplement. Take too little of it and it won't have any effect at all. Take too much and it can kill you." H. Cooper

John Hattie, Professor of Education at the University of Melbourne, has found that homework in primary school has an “effect of around zero”, as pupils are completing separate and unrelated projects rather than reinforcing learnt knowledge. Hattie’s work has suggested that homework only becomes effective at primary level when pupils are set tasks that ask them to revise taught information.

Parental engagement is key to pupil success. From the earliest days of primary the most valuable form of homework is home learning where parents play a key role in working with their children, not simply hearing their reading, but consciously interacting with their children in promoting language and numeracy skills.

We recognise that family circumstances differ, and that support and resourcing may be impacted. We therefore feel strongly that any family learning tasks, and involvement should be optional and we understand that engagement may vary and fluctuate throughout the session. The development of pupil skills is fundamental in a pupils’ journey to success, and we therefore encourage the development of life skills through activities such as:

- Traditional board games
- Food preparation
- Household responsibilities.

Rationale

At Crombie School we believe that quality family learning can add much to a child’s development by developing knowledge and skills. In the Westhill Cluster we work in partnerships across the schools to teach and develop the necessary skills to facilitate pupil success.



We see family learning as an important way of:

- (a) Extending home school links
- (b) Reassuring parents; for example, at stages when children may not speak much about school at home.
- (c) Reinforcement of concepts already covered in school.

Family Learning Tasks

Tasks which promote confidence through success will be:

- Well explained with a clear purpose.
- Mostly assigned via Learning journals.
- Manageable in the time given.
- Challenging but not too difficult.
- Promoting confidence through success.
- Clearly understood and closely related to ongoing class work.
- Set at an appropriate level for the ability of the child.
- Optional.
- No more than 30 mins per week.

The following is the agreed approach to family learning across the three levels within the primary school.

Early Level (P1)

- 2 reading sessions weekly.
- Phonics- 2 sounds per week and a linked activity.
- Common words.
- Maths activity at the end of a teaching block or during phonics consolidation week throughout the term.

First level

P2&3

- Reading sessions 2 per week.
- Phonics- 1 sound per week and a linked activity.
- Common words.
- Maths activity at the end of a teaching block or during phonics consolidation week throughout the term.

P4

- Independent readers will be encouraged to read for enjoyment with a book of their choice.
- Phoneme family words with activity linked.
- Maths activity at the end of a teaching block or during phonics consolidation week throughout the term.
- Reading books up to white band will go home weekly.

Second Level

P5&6

Terms 1 and 2

- Week 1- literacy
- Week 2- numeracy
- Week 3- topic

Term 3

- personal project and talk

P 7

Term 1

- Week 1- literacy
- Week 2- numeracy
- Week 3- topic

Term 2

- presentation and talk

Term 3

- All About Me

Responsibilities

Family Responsibilities

- Complete tasks to the best of their ability.
- Discuss the task and ask for support from someone living at home if there is any uncertainty.
- Submit the task once completed.

Teachers' Responsibilities

- Set weekly activities to support learning to be shared with parents via Learning Journals.
- Explain the family learning opportunity.
- Tasks set by class teachers should reflect the current learning in class.
- Allow sufficient time for completion of homework.

Feedback

In order to ensure equity for the children, feedback will not be given on an individual basis but may take the form of a group or whole class discussion.

Term time holidays

It is not school policy to provide children with work to be completed during unauthorised holidays. If they wish children could keep a diary of their holiday which can be shared with their class upon their return.

Illness

Children who are ill should use the time off to recuperate. However, should a child be convalescing and be off school for a considerable time the class teacher in consultation with the Head Teacher; and parents may be issued with tasks to be completed at home, providing the ongoing work of the class is suitable for completion without direct input.

Adverse Weather/ School Closures

In the event of school closure, there will be set assignments uploaded to Learning Journals in line with teacher plans.

Angela Pond
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