



**Villa Real School**  
*together we achieve*

# Home Learning Policy and Guidelines 2020

Responsibility: Louise Burns

Date: June 2020

Signed and Adopted by the Governing Body:

Chair of Governors

Date: 08.06.2020

Date to be reviewed: June 2023

## **Introduction**

Villa Real School offers a holistic approach to learning, aiming to develop pupils/ students in all areas. Academic progress runs alongside physical, social and emotional development as pupils/ students mature and grow. Many of our pupils/ students find the generalisation of skills a real challenge and need regular opportunities to practice taught skills in a range of settings. As such home learning has a real importance in the life of a Villa Real School pupil/ student.

Whilst some home learning may follow the traditional route of academic reinforcement through reading books, spellings or maths worksheets; for some pupils/ students, reinforcement of everyday life skills such as dressing, shopping or physiotherapy tasks may be more appropriate.

It is our intent to ensure that school learning, in the more academic sense, is usefully reinforced by some work done at home. It is however, vitally important that a balance is struck between the need to reinforce and extend academic and other learning and the need for children to have time to socialise and follow interests other than those of school. We recognise the difficulties some parents/carers may have in dealing with their child's specific needs, where time is limited due to high care needs.

We recognise that as pupils/ students grow older and are more able to work independently or to give guidance to a helper, it may be expected, in this sense that the amount of home learning will gradually increase. Parents/carers will be informed of the class home learning timetable where appropriate, and they will be given help and support in order to facilitate the successful completion of any set tasks.

## **Aims**

- To extend and reinforce skills/knowledge learned in school
- To ensure parents/ carers are informed of the work/activities undertaken in school with a clear view of how they can support their child at home
- To provide appropriate and meaningful opportunities to continue learning at home as appropriate
- To meet the priorities for the development of all pupils/ students including independence, thinking, curriculum topics, life skills, communication, gross and fine motor skills
- To liaise closely with parents/ carers, therapists, outside agencies including if necessary the L.A. and relevant staff in school to ensure the home/school links are established and yielding positive results
- To give credit for home learning successfully completed and provide and facilitate systems to support home/schoolwork (home learning club)
- To complete specialist programmes at home to assist with sensory regulation and SALT

## Home Learning Guidelines

These guidelines are a reflection of the practice throughout the School. They should not dictate the home learning to be set as this needs to be sensitive to the pupil/ student's individual needs and their home circumstances.

For some pupils/ students lap top computers, computer software and switches go home periodically to assist pupil/student's output.

Home learning resources are available in school. These resources are for specific home learning tasks. These resources have been devised and purchased in consultation with parents/ carers, teachers and therapists.

Specific tasks linked to some element of 'special' work will be sent home periodically. This work will include foundation curriculum subjects; i.e. linked to art and design work undertaken with community artists etc.

Conductive Education Department
Parents/carers receive regular letters, which informs them of the current topic and ideas for activities to be carried out at home. This may be arranged through the home school diary. Specific pieces of work or activities will be sent home; i.e. stories, fine motor tasks, etc. periodically throughout the school year. Tasks set will be of a practical nature i.e. games, play activities, stories and as pupils/ students develop, linked to more functional activities.
Speech and Language Support
Home learning forms a part of the process of investigation of what children are able to do, understand and respond to. Arrangements through the home school diary will include home learning on pre-reading/exercises, reading practice, number as well as language work. Activities undertaken may often be in the form of games which parents/carers and children may play together.

In our Early Years classes, home learning forms a vital part of the observation, planning and assessment process. Parents/carers are asked to contribute to their child's learning journey via several means, including "Special Moments" from home, the home-school diary and stay and play sessions in school.

For pupils/students working on pathway 3 and 4, 1 piece of English and 1 piece of Maths work should be sent home every Friday for return on the following Wednesday. This will be set by class staff and reinforce learning in lessons.

Home learning at 14-19 is linked to the external accreditation syllabus. This includes a wide range of curricular topics. Parents/carers are given guidance on the accreditation undertaken and the links home learning has with accreditation and life choices on leaving school. Home learning tasks will be

set in line with course requirements and that is an expectation that pupils/students will revise at home. Home learning will also be part of Careers Education and Independent Travel Programme.

### **Activity Homework Passport**

The Department of Education has produced an Activity Passport for all schools which was inspired by the National Trust's '50 things to do before you're 11 ¾' list.

Its aim is to develop pupils/students' character from taking on challenges and pursuing interests, and by doing things that are worth doing even when they are difficult, and which may not give an immediate reward.

This list of activities has been designed for children's enjoyment and with the purpose of children learning through these activities. They may find something they want to come back to again and again.

The template is designed in a way that can be edited. We have used our school's characteristics to adapt and build a distinctive and inspiring range of activities. Ensuring that the activities are personalised and relevant for our pupils/students. This also helps ensure that the activities are age appropriate.

### **Book Bag Books**

The teaching of Reading at Villa Real School aims for all of our pupils/students to make progress against their unique starting points, with the ultimate aim of making all of our pupils/students 'readers'.

Home support is encouraged with Book Bag Books which include high quality texts and helpful questions which allow parents to be involved in their child's learning. As the children progress and become more confident, individual home readers are provided with parents being encouraged to read daily with their child and communicate with school through comments in a reading diary.

### **Reading for Pleasure**

Pupils/students will be able to access our school library and select a book to read at home and school. Choice will be guided by classroom staff, to help support with reading ability and age-appropriateness, but the main choice will be the pupils/students. These books will be changed weekly.

Earwig is utilised to share work with parent/carer and parents/carers to share work with staff. This is linked to EHCP targets and should be utilised alongside the school's Assessment Policy.

### **School Closures**

In the event of school closing during term time, class managers will set an appropriate amount of work to be completed at home. This can be traditional book work or interactive online activities and arts and crafts. Work must be personalised and relevant to that pupil/students' personalised curriculum. School will also liaise with health and Social Care colleagues during this time to ensure the needs of the children are being met holistically. Virtual support will also be provided by Future Steps and Ruth James re therapeutic programmes. Care will be taken to ensure that those who do not have electronic facilities are not disadvantaged by either printing out work or providing laptops/iPads as appropriate.