



# SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • CITY CAMPUS

Policy Title:	Home Learning
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## Introduction

In The School's Mission, it is stated that "Shrewsbury offers an inspirational education for carefully selected students" and affirms to "develop their interests and passion for learning." Across the range of these objectives, a strong partnership between home and school is essential.

## Definition

Home learning refers to work or activities which students are asked to do outside lesson time either on their own or with parents/carers.

## The Purpose of Home Learning

The recent OFSTED (Office for Standards in Education) UK Research Study: "Homework - Learning from Practice" has been widely used as the foundation for this policy. A well-organised, regular programme of home-learning helps to develop an understanding of lifelong learning as well as reinforcing learning in the classroom.

Home learning helps to develop a spirit of enquiry, curiosity and investigation in students. At Shrewsbury International School, home learning is designed to extend the challenges open to students and to complement – and not impede – a full programme of extra-curricular opportunities (such as “You-Time!”, Sports, Music , Drama , creativity).

### **Strategy for Home Learning**

At Shrewsbury International School, the Senior Management Team articulates the Home Learning Policy, ensures that there are high expectations for all involved, regularly reinforces its principles and ensures that its values and practices are embedded into curriculum planning and assessment policies. Year Team Leaders are responsible for ensuring that home learning is carefully considered and differentiated in schemes of work and planning to support learning in the classroom as it is deemed important that, as far as possible, there is consistency in setting, managing and marking home learning assignments.

### **A Partnership with Home**

To be effective home learning needs to be part of a wider partnership between parents and schools. Shrewsbury International School counts on parental support for the achievement of its objectives and the Terms and Conditions help to define the nature of this support. The school works closely with the Shrewsbury Parents through “Tea and Topics” meetings, “Parents in Partnership” initiatives and via parent/teacher consultations to identify ways in which parents can help support the progress of children through home learning which is appropriate to age and levels of development. These initiatives help to create and maintain parents’ commitment to home learning, which is essential if it is to be effective.

### **Reading**

At Shrewsbury International School, all children are expected to read keenly, widely and regularly throughout their school career to help them become lifelong readers. It is believed that our academic and language learning objectives can only be achieved if our children read well, deeply and often. It is also understood that a home environment in which books and reading play an important part is most likely to support these aims. In the modern era, the alternatives to recreational reading are numerous and so the school works with parents/carers to support, encourage and promote reading for learning and reading for fun.

In Early Years and Key Stage 1, home learning reading will very largely consist of regular, daily reading with parents and carers and looking at books together.

In Key Stage 2, reading practice and listening to others read continues to be an essential part of the learning journey through School. Shrewsbury International School believes that all Key Stage 2 children should either read to their parents or carers, listen to them read or read on their own for at least 20 to 30 minutes per day. This may sometimes be done in the context of home learning or it may be done separately with parents/carers reading stories.

As Shrewsbury has a majority of English as an Additional Language learners, the school believes that recreational reading for pleasure in English has a vital and integral role to play in language acquisition. Equally, a programme of reading in first languages and Thai is supported at all levels and through the resources of the school library. The school believes that the Reading Record provides an invaluable and encouraging line of communication between school and home which actively supports regular reading.

### **The Role of Parents/Carers**

The school expects that parents and carers should:

1. provide a peaceful, quiet, suitable place in which students can undertake their home learning alone or, more often together with an adult;
2. encourage children to keep their home learning area free from clutter with books, materials and resources close to hand;
3. encourage children (from Key Stage 2 upwards) to organise their home learning environment independently;
4. help to provide a rigorous and well-disciplined home-learning routine in which assignments are identified and agreed in the Communication Books and signed off when completed.
5. make it clear to children that they value home learning, and support the school in explaining how it can help their learning;
6. encourage children and praise them when they have completed home learning assignments;
7. within sensible limits, become actively involved in joint homework activities with children. To help them in this they may need careful guidance from class teachers/subject specialists;
8. monitor closely access to the internet for home learning. The school believes that

internet access should always be monitored with sensible and increasing liberties provided for older children;

9. increasingly, children will be using collaborative digital technologies at home and it is important that parents, students and teachers are clear about the nature of the tasks set and the requirement to use technology at home.

## **The Role of Teachers**

The school expects that teachers should:

1. set home learning assignments which support the school's home learning principles;
2. set the highest expectations of children through their home learning and consistently and continually praise children for excellent and improving progress through the school rewards systems;
3. be creative and thoughtful in setting home learning assignments which are firmly established through planning and schemes of work;
4. differentiate in the setting of home learning assignments (taking into account SEN/EAL issues) in the same way as they differentiate within the classroom environment;
5. be highly sensitive to the needs of and demands upon children and families in setting sensible and clear deadlines particularly with regard to weekends and school holidays;
6. provide feedback to children on home learning assignments promptly (in the next lesson wherever possible) using a variety of strategies including verbal comments, written marking and assessment, group peer feedback etc.
7. use parent / teacher consultations to report back to families upon home learning;
8. not use home learning as a means for catching up on work not done at school;

## **Home Learning and Special Educational Needs**

The school believes that some children on the SEN register may benefit from special tasks separate from the homework set for other children in the class. On the other hand, it is important that they should do as much in common with other children as possible. Setting appropriate homework, which does not demand too much or too little of children and their parents needs close coordination between class teachers, subject specialists, SENCO and parents.

Home Learning tasks for children at Shrewsbury with Special Educational Needs should:

1. have a very clear focus and time-guideline;
2. give plenty of opportunities for children to succeed;
3. help develop social as well as other skills where necessary;
4. be varied and not purely written assignments;
5. be manageable for teachers.

The purposes of home learning outlined above apply equally to children with SEN. Homework should not be seen as the way of attempting to get these pupils to catch up with the rest of the class.

### **Key Principles of Home Learning in the Primary School**

1. Home learning helps to establish an effective partnership between school and parents / carers as articulated in the Parents' Charter (see Statement of Philosophy and Objectives);
2. Home learning helps to reinforce skills developed at school, especially in the fields of literacy, numeracy and language learning;
3. Home learning helps children to use resources well (books, encyclopedias, dictionaries, internet etc);
4. Home learning extends school work through additional and complementary reading;
5. Teachers will wherever possible provide more than one evening for homework to be completed to take account of special extra-curricular activities;
6. Class teachers will monitor home learning to ensure that it is as even and balanced as possible;
7. Home learning encourages children, as they get older, to develop the confidence and self discipline needed for study on their own, and prepares them for the requirements of Senior School.
8. Shrewsbury International School understands that the purposes of home learning change as children get older and move towards the Senior School. For children in Early Years and Key Stage 1, developing a partnership with parents / carers and involving them actively in children's learning is the key purpose and the activities children do at home may not always be identified as home learning. For example, short activities of different kinds of simple games, learning spellings and number facts and, of course, reading together provide a very important opportunity for our youngest students to talk about what they are learning to an interested adult, and to practise skills in a supportive environment.

9. In Key Stage 2, home learning provides an opportunity for children to develop the skills of independent learning, and this increasingly becomes its main purpose. Shrewsbury International School believes that it is important for children to gradually get into the habit of regularly devoting periods of time, which are not necessarily long, to study on their own.
10. By the time children reach Year 4, 5 and Year 6 their home learning programme covers a wide range of tasks and curriculum content within a regular schedule. This approach benefits their learning and also ensures that, in relation to home learning, their transition to Year 7 in Senior School is as smooth as possible;
11. In Years 4, 5 and 6, children will be using iPads in school on a daily basis as part of the Digital Literacy Bring Your Own Device (BYOD) project. This will be complemented with Digital Literacy Home Learning assignments and it is important that children, teachers and parents are all in agreement as to the nature of the tasks, the required applications and time frames.

### Home Learning Time Guidelines for Primary School Children

The following guidelines articulate the school's broad expectations about the amount of time Primary School children might reasonably be expected to spend on home learning and provide a useful framework for parents. The school believes that some regular patterns and familiar routines are very helpful for parents, students and staff. However, the precise amount of time spent on home learning is much less important than the quality of the tasks set and the way in which they are planned to support learning.

Year Group	Time	Content
Y1	5 x 10 minutes per week  20 minutes per week	Daily reading/listening to/sharing stories and texts.  Weekly reading journal activity (1 per week)  Half termly topic grid activities (1 per week)
Y2	5 x 15-20 minutes per week	Daily reading/listening to/sharing stories and

Year Group	Time	Content
	30-45 minutes per week	<p>texts.</p> <p>Regular spelling practice (games) on Literacy Planet App</p> <p>Weekly reading journal activity (1 per week)</p> <p>Half termly topic grid activities linked to curricular topic (1 short activity per week or one project over the half term)</p>
Y3& Y4	<p>5 x 20 minutes per week</p> <p>30-45 minutes per week</p>	<p>Daily reading.</p> <p>Spelling games (Literacy Planet)</p> <p>Self selected task from the year group Home Learning Grid.</p> <p>Weekly reading activity from the Reading Activity Grid.</p>
Y5 & 6	45 minutes-1 hours per week	Daily reading, Spelling plus the completion of a (self selected) task from the year group Home Learning Grid.