



WILLOW DENE

SCHOOL

HOME LEARNING POLICY

Reviewed policy agreed by GB on:	Autumn 2024
Reviewed policy shared with staff on:	Autumn 2024
Policy to be reviewed again on:	Autumn 2027
Committee responsible for review:	Policy Committee

Introduction

At Willow Dene we believe that all children will learn better when home and school work in partnership. We believe that a carefully balanced home learning programme should aim for consistency between home and school so that there is a seamless continuation of children's learning between contexts. Home learning should:

- Give parents the opportunity to be directly involved in their child's learning
- Re-enforce the partnership between home and school
- Consolidate the skills learnt in school and provide opportunities to extend learning

At Willow Dene the school actively supports parents to identify priorities for learning at home and puts in place measures to support this. The focus for home learning varies vastly according to the child and is personalised to meet their needs and those of their families. Where possible we link opportunities to PLPs, Education health and care plan outcomes and priorities in behaviour profiles and Move programmes.

To achieve this aim and to support our families, both home and school enter into a mutual contract via the Home School Agreement annually which can be found at the beginning of every home school contact book. This sets out expectations for families and the school.

Willow Dene Home School Agreement

The School:

We, both as individuals and as a whole school, will:

- Set challenging targets and provide support for children so that they have the best possible chance of achieving their full potential
- Provide a balanced, interesting, relevant and appropriate curriculum which meets the needs of individual children
- Keep parents informed about children's learning and progress through meetings, reports, letters, home school contact books, telephone calls and electronic communication
- Contact parents promptly if there is a concern or problem
- Operate a policy of positive behaviour management which supports pupil learning and celebrates success
- Provide a warm, welcoming, safe and nurturing environment in which everyone feels valued – children, parents and staff
- Recognise, respect and celebrate the diversity of our children
- Facilitate an ongoing dialogue between the school and family
- Develop mutually supportive relationships

The Family:

We ask that parents and carers will:

- Support the school's ethos, aims and values

- Let the school know of any concerns or problems which might affect their child's behaviour or learning
- Let the school know when and why their child is absent from school
- Give time to support learning at home, look after and return school equipment and books
- Maintain active communication with the school and an interest in their child's education by using the home school contact books, attending and contributing to meetings, parents evening and school events

Together:

We will work to establish and maintain good communication, trust and understanding between children, staff and parents/carers.

Children and young people learning from home:

Some of our children and young people for a range of reasons need a flexible learning environment, which may include periods of home learning. During this time Teacher and parents work collaboratively to curate a bespoke learning offer that incorporates their wider EHCP outcomes alongside a tailored approach to a relevant curriculum. The learning offer is supported with input and support from services around the child e.g. Physiotherapists, Occupational Therapists and Music Therapists

Teachers and other professionals support home learning either virtually, using home learning packs or by visiting the home. Each approach is tailored to the most appropriate medium that offers meaningful learning opportunities and may include a blended approach of offers.

Feedback

The school ensures that feedback on home learning is responded to at an individual level. All feedback to children and families will be constructive and phrased positively.