



# FAIRLANDS PRIMARY SCHOOL

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## POLICY STATEMENT

## HOME & REMOTE LEARNING

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TO BE REVIEWED BY	March 2022

# FAIRLANDS PRIMARY SCHOOL

## HOME & REMOTE LEARNING

### WHAT IS THE HOME LEARNING ENVIRONMENT (HLE) AND WHY DOES IT MATTER?

A child's language development begins long before formal schooling, when the child first begins to distinguish sounds heard within the mother's womb. Language skills are then shaped and nurtured by the child's 'home learning environment' (HLE), which includes the physical characteristics of the home, but also the quality of the implicit and explicit learning support they receive from the caregivers.

Studies show that every day conversations, make-believe play and reading activities are particularly influential features of the home learning environment, although daytime routines, trips to the park and visits to the library have also been shown to make a positive difference to children's language development.

In particular, warm and nurturing parenting behaviours that encourage children's natural curiosity and communicate reasonable expectations for learning are especially strong predictors of children's school achievement, over and above parental income and social status.

Research clearly outlines the importance of the early HLE for a child's educational and life outcomes:

- The HLE is an important factor in the development of early speech, language and communication. This not only impacts on a child's development in the early years, but can persist until their GCSEs and A-Levels.
- The home learning environment is related to child social and emotional development in the early years and the benefits continue until age 16
- The quality of the HLE is as important to intellectual and cognitive development as parental factors, such as occupation and education, suggesting that what parents do with their child is just as important as who they are.
- As early as 2-3 years, the HLE is predictive of verbal ability and effective in differentiating both over- and under-achieving groups from children achieving at the level expected for their age.

### WHAT IS REMOTE LEARNING?

We believe that great learning and teaching happens best when children are able to access the core curriculum on site and face to face with a qualified teacher.

Remote learning takes place when our core curriculum offer, usually delivered on site and face to face, is forced to move over to a remote learning offer for unavoidable reasons. These may include scenarios, for example, where a child has a longer term medical condition which prevents them from coming on site for face to face learning; or during a national lockdown where the government has instructed children to stay at home.

It is important for parents and carers to understand that there is a detrimental impact on the quality of teaching and learning that a child will experience when they are restricted to a remote learning offer. We know that children's social, emotional and mental health needs are impacted by extended periods away from school. Equally, there is a considerable logistical impact for the school in providing remote learning. We will therefore always seek to support parents and carers to comply with their legal duty to ensure their child attends school on-site and only accesses a remote learning offer in exceptional circumstances.

Remote learning will therefore not normally be provided for short term absences, or during any period of unauthorised absence.

Our approach to providing a high quality remote learning offer is detailed in Appendix 1.

### HOME LEARNING AND DISADVANTAGE

Children raised in middle and upper-income homes are more likely to experience a language-rich environment. By contrast, children from low-income homes are more likely to arrive at school with below-average language skills, leaving them at an educational disadvantage from the start.

But this is not inevitable. All parents have the power to change outcomes for their children, no matter what their background.

### CHAT, PLAY & READ

We support parents in creating a positive home learning environment by focusing on three simple concepts:

<b>CHAT</b>	<ul style="list-style-type: none"> <li>• Ask your child lots of questions.</li> <li>• Constantly try to engage your child in conversation.</li> <li>• Make mealtimes sociable</li> <li>• Let your child help around the home, and talk as they do</li> <li>• Encourage your child to play and talk when you're with other adults or family members.</li> </ul>
<b>PLAY</b>	<ul style="list-style-type: none"> <li>• Play with your child every day.</li> <li>• Have rough and tumble play.</li> <li>• Spend time playing outdoors every day.</li> <li>• Make a list of all the fun things you can do with your child</li> </ul>
<b>READ</b>	<ul style="list-style-type: none"> <li>• Spend time reading with your child every day, all the way up to Year 6.</li> </ul>

### HOME LEARNING FROM SCHOOL

We support parents and carers by providing the following home learning activities from school:

#### In the Foundation Stage:

- We encourage children to read by giving them a book from the reading scheme or class libraries to take home to share and read with their parents/carers. Guidance information and workshops are provided to help parents/carers achieve the maximum benefit from this time spent reading with their child.
- Sometimes we ask children to talk about a topic to support their learning in school. Home learning does not always consist of recorded work and it may be recorded in a variety of different ways.
- A weekly Home learning Flyer is sent home, giving details of phonics sounds that are being taught that week and key words to learn. Maths "Learn-Its!" are included later in the year. Suggested activities are given that will support learning in the classroom.
- In the Games Library there are a variety of games and activities which help children practise basic skills in literacy and maths, for example key words, spelling and number bonds. Parents can choose to access the Games Library.
- Additional home learning activities may be set through Evidence Me, with other online tools used in conjunction with this.

#### In Key Stage 1 & 2:

- A Curriculum Information Booklet is produced and sent home each half term. This gives details of suggested activities linked to the planned topic that parents/carers can do with their child.
- We encourage children to read by giving them a book from the reading scheme or class libraries to take home to share and read with their parents/carers. Guidance information and workshops are provided to help parents/carers achieve the maximum benefit from this time spent reading with their child.
- A weekly Home learning Flyer is sent home, giving details of phonics sounds that are being taught that week, key spellings to learn, and Maths "Learn-Its!". Suggested activities are given that will support learning in the classroom.
- In the Games Library there are a variety of games and activities which help children practise basic skills in literacy and maths, including key words, spelling and number bonds. Parents can choose to access the Games Library.
- At least once a half term, an extended project is set linked to current learning and/or children's interests. This is an optional activity which is intended to be an opportunity for children to direct their own learning and develop independent learning skills.
- Additional home learning activities may be set through Google Classroom/Purple Mash, with other online tools used in conjunction with this e.g. LBQ, MyMaths

## **HOME LEARNING CLUB**

All children from Year 1 - 6 may access a home learning club. Children will be provided with a quiet, purposeful environment, adult support and access to resources including our computing resources.

## **PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

It is important to highlight that whilst focussing on the HLE is critical for all children, more than 10% of children and young people will have persistent and long-term speech, language and communication needs and will require access to specialist help, including speech and language therapy.

We set home learning for all children as a normal part of school life, but we ensure that all activities set are appropriate to the ability of the child. If a child has special needs or disabilities, we may adapt recommended home learning so that it provides appropriate support or challenge.

## **THE ROLE OF THE SCHOOL**

- we will make sure that home learning activities are provided to support parents & carers.
- we will monitor the amount of home learning sent from school and the impact on children's progress and attainment.
- we will inform parents and carers of any concerns we have relating to home learning and their child.

## **THE ROLE OF THE PARENTS/CARERS**

- to Chat, Play, Read with their child
- to read the Home Learning Flyer and Curriculum Information Booklets and ensure all activities are carried out.
- to fill in your child's Reading Record every time you read with them
- to provide a quiet place for your child to engage in some types of home learning.
- to let the teacher know immediately if you are concerned that your child is getting overwhelmed or distressed by home learning.

## **REVIEW**

The local governing body will review this policy every year.