

# MEREWORTH COMMUNITY PRIMARY SCHOOL



## HOME LEARNING POLICY

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| Date of Publication                             | September 2021 |
| Person with responsibility                      | SLT            |
| Governing Body                                  | T&L            |
| Review Date                                     | September 2022 |
| Chair of Governors<br><i>Signature and Date</i> |                |
| Head Teacher<br><i>Signature and Date</i>       |                |

## Home Learning Policy

### RATIONALE

It is generally agreed that some form of learning at home is desirable for all primary age children. Home learning should not be an unpleasant experience and, in general, should be used to reinforce children's school learning. For the older children, it helps prepare them for life at secondary school. Home learning also gives parents an opportunity to discuss school work with their children, providing some understanding of, and insight into, the national curriculum. As in all areas of school life, it is essential that parents and school are clear about what is to be achieved, and are mutually supportive.

### Aims

- ◆ ensure consistency of approach throughout the school.
- ◆ ensure progression towards independence and individual responsibility.
- ◆ ensure the needs of the individual pupil are taken into account.
- ◆ ensure parents/guardians have a clear understanding about expectations from themselves and the pupil.
- ◆ improve the quality of learning experience offered to pupils.
- ◆ extend and support the learning experience via reinforcement and revision.
- ◆ provide opportunities for parents, pupils and school to work in partnership.
- ◆ provide opportunities for parents and pupils to work together to enjoy learning experiences.
- ◆ encourage children to develop long term strategies for future needs.
- ◆ at Year 5/6, to prepare children for secondary transfer.

Home learning builds on or contributes to learning undertaken in the classroom. It enables the class teacher and the parent to confirm that the child has an understanding of a subject and helps to instil and develop a sense of discipline about learning at home. If a teacher sets a home learning task, there is an expectation that this will be completed by the set date.

Most home learning will focus on English and Mathematics.

Home learning is provided on a consistent basis, with sufficient time allowed for the completion of the task. Children will be given clear instructions about the activity to be undertaken.

The ability and age of the child will be taken into account when homework is set. Spelling activities and number work will be differentiated to take into account the stage each child is at.

**An overview of home learning and expected time to be taken across the school.**

| <b>Year Group</b> | <b>Reading 10-15 mins</b>  | <b>Other tasks</b>   |
|-------------------|--|--|
| Reception         | 10 minutes daily, reading and being read to.                     | Other activities to support the learning of key words/ phonics and number skills<br>15 minutes   |
| Year 1            | 10 minutes daily reading and discussing text                     | Word work/spellings, Maths Passport and an alternating piece of English work or Mathletics. Some additional revision work in preparation for the phonics screening.<br>15-20 minutes   |
| Year 2            | 10 minutes daily reading and discussing text                     | Word work/spellings, Maths Passport and an alternating piece of English work or Mathletics. Some additional revision work in preparation for SATs. Timestable practise from Term 6.<br>20 minutes  |
| Year 3            | 15 minutes reading and discussing text.<br><br>5 times per week. | Word work/spellings, Maths Passport, Timestables and an alternating piece of English work (SPaG.com) or Mathletics. Once a term the SPaG.com will be replaced with a comprehension activity.<br>30 minutes   |
| Year 4            | 15 minutes reading and discussing text.<br>5 times per week.     | Word work/spellings, Maths Passport, Timestables and an alternating piece of English work (SPaG.com) or Mathletics. Once a term the SPaG.com will be replaced with a comprehension activity.<br>30 minutes   |
| Year 5            | 15 minutes reading and discussing text.<br>5 times per week.     | Word work/spellings, Maths Passport, Timestables and an alternating piece of English work (SPaG.com) or Mathletics. Once a term the SPaG.com will be replaced with a comprehension activity.<br>30 minutes   |
| Year 6            | 15 minutes reading and discussing text.<br>5 times per week.     | Word work/spellings, Maths Passport, Timestables and an alternating piece of English work (SPaG.com) or Mathletics. Once a term the SPaG.com will be replaced with a comprehension activity.<br>30 minutes<br><br>Some additional revision work in preparation for SATs. |

KS1 - Termly spellings, Maths Passport Objectives and comprehension activities are to be stuck into the Home Learning book. Spelling tests and Maths Passports are to be completed in Home Learning books. Spellings are focussed on high frequency words and common exception words as divided per year group. All log in details for Mathletics and Purple Mash are to be stuck in Reading records.

KS2 – Termly spellings, Maths Passport objectives and comprehension activities will be emailed to parents at the start of each term. Spellings are taken from Twinkl spelling scheme and differentiated where appropriate. All log in details for Mathletics, SPaG.com and Purple Mash are to be stuck in Reading records.

Home learning tasks must total the expected time for each year group or ability and may consequently include several tasks.

**Twice a year - July for September, and February - children will be set a 3D topic based project for display.**

## **Reading**

For children in EYFS and KS1 regular reading and sharing books is vital. Reading practice is essential, throughout primary school. Emergent readers should read with an adult every day and fluent readers should continue to read widely for enjoyment. Children in EYFS and KS1 will have a Phonics reading book alongside a scheme reading book.

For KS2 pupils, there should be a move towards reading independently before discussing the text with parents. Pupils should be encouraged to seek clarification of vocabulary and ideas in discussion with parents. Pupils are encouraged to read a range of fiction, nonfiction and poetry books aiming to collect 5 signatures per week as evidence of reading at home.

A record of phonics books read should be kept by the teacher as well as a record completed by the pupil/parent/teacher in the Reading Record Book. Reading records will be checked daily by an adult in each class.

Teachers may develop reward schemes such as awarding house points (KS2) or Dojos (KS1) each time a parent signs to say the child has read at home.

Guidance on supporting and recording the reading done at home, is given to parents at the start of each academic year (during the 'Meet the teacher' evenings in September).

## **Mathematics**

We use Maths Passports to practice key objectives in number and fluency. These need continual repetition and rehearsal to really commit them to memory. Parents are encouraged to assist the child with learning times tables, basic doubling and halving and number bonds to 10,100,1000 as appropriate to targets on the passports.

Parents are encouraged to practice concepts such as money, time and measures in real situations. For example through cooking activities, telling the time, calculating times of TV programmes, bedtimes etc. In everyday home life, money can be used in real situations, there are opportunities for working out percentages or calculating best value when

shopping, just having the chance to manipulate coins, count, add and subtract is vital for early learning.

Mathletics is used for online home learning but can be accessed at any time by the child for games, competitions and additional tasks.

### **Synopsis of Home Learning**

Each class teacher will supply parents with a home learning procedure at the start of each term. It should include what is expected from the children, what work is to be included and the approach expected towards the home learning tasks.

**All classes hand in home learning for checking by Wednesday each week.**

**Home learning is given out on Friday each week.**

A grade is given for home learning effort on the end of year report.

### **Role of the Parent**

Parents are expected to support and encourage the child by giving time and a home environment in which home learning can be done.

The class teacher will, as far as possible, ensure that the child is completely clear on what they are expected to do at home, so that KS2 children in particular, are able to communicate this to the parents. It is hoped that this will encourage the children to develop a sense of independence and responsibility.

The home learning schedule is stuck in the home learning book. Tasks are assigned weekly and additional information or help sheets may be given by class teachers as required. Teachers will also provide guidance on how much time home learning is expected to take. This will vary through the school depending on the age of the child.

Children benefit enormously from being able to discuss their home learning with their parents. This is not to suggest that the parent should spend time altering or correcting the child's work but rather discuss it and suggest how it might be done differently or improved.

We expect home learning tasks to be handed in on time, and need parents to support their children to achieve this. A home learning club is held weekly for those children who may need additional time/ support/ resources to complete their home learning tasks.

### **Presentation**

The same level of presentation is expected in home and school work. Pupils are aware of our expectations and should make sure these are maintained in work outside the classroom. Work should be done in pencil or handwriting pen, colour should be in colour pencils unless specified otherwise.

### **Home – School Agreement**

The home-school agreement signed at the time a pupil starts school includes:

Family – "Support my child with home learning."

Pupil – "Do my home learning as well as I can and bring it to school on time."

Pupil – "Care for books and read every day."