

Policy Name:	<b>HOME LEARNING POLICY</b>
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## **PHILOSOPHY STATEMENT**

We believe that children learn best if there is a strong partnership between home and school. Quality learning that is retained is of greater importance than quantity. All home learning that children receive supports them to know and remember more and therefore focusses on practise. Home learning will not be new learning.

### **Overarching AIM:**

*To enable children to make faster progress in their learning by securing their knowledge and skills.*

We will achieve this through home learning that:

- links home and school learning opportunities to enable children to deepen their understanding, knowledge or skills
- consolidates and reinforces English and mathematics skills and understanding that have been taught in school;
- promotes parents' involvement in their children's learning;
- prepares children for transition to secondary school; and
- provides a framework for parental support of children with significant authorised absences.

### **RESPONSIBILITY FOR TEACHERS**

Teachers will set the children in all year groups home learning tasks. These will take the form of maths key facts, reading with an adult at least 5 times each week and spelling.

Teachers will always ensure that tasks are appropriate and support learning. Tasks will be matched to the children's needs and so this may mean that tasks appear different for individuals. Teachers will endeavour to ensure that the children have a clear understanding of the tasks set. There will be a regular pattern of and predictability to home learning. Homework will be issued weekly.

### **RESPONSIBILITY FOR PARENTS**

Parents should ensure that children have opportunity to complete home learning tasks. If problems arise, parents should draw this to the attention of the class teacher. Parents should enable the children to work as independently as possible.

### **RESPONSIBILITY FOR CHILDREN**

Children are expected to complete tasks to the best of their ability ensuring the highest standards of quality and presentation. We believe that it is not acceptable for children to miss home learning tasks- especially in key stage 2. We expect parents to enable home learning to happen and will support any family who are not able to achieve this. In Key Stage 2, logical consequences are in place for children who do not complete home learning tasks.

## Year R

Home learning is sent out on a Friday as part of the end of the week Tapestry letter. Tasks alternate weekly between maths and literacy; children are often required to practise letter formations after they have been taught all the letters in a group.

**Reading:** Children are given a reading book to share at home. Books are issued on Fridays and are kept all week to ensure fluent reading. We expect children to read daily at home with an adult. A session may last five or ten minutes. Parents will be expected to maintain book bags and to return these to school on a daily basis. Comments and dialogue about reading will be maintained through the use of a home/school reading diary.

**Letter names and sounds:** Children will receive new letter sounds and tricky words to learn as they make progress. These will be matched to the child's reading book.

**Mathematics:** Children will receive fun learning challenges to complete as appropriate.

## 1.2 Years 1 and 2

**Reading:** We expect children to read at home with an adult at least five times a week for between five and ten minutes. Comments and dialogue will be maintained through the use of a home/school reading diary. Parents are expected to maintain book bags and to return these to school on a daily basis. Books are issued on Fridays and are kept all week to ensure fluent reading. We encourage children to enjoy other books alongside their reading book but stress that the school reading book is critically important in supporting a child to make progress in reading.

**Letter names and sounds:** Children will receive new letter sounds and tricky words to learn as they make progress. These will be matched to the child's reading book.

**Spellings:** Children will receive weekly spellings/ phonics activities to practise. We expect them to be practiced. They should be practised on paper and this will support the children to increase writing speed. Words will either be from the high frequency word list or linked directly with the phonics and spelling that they have been learning in class. Spelling knowledge will be tested regularly in year 1 and weekly in year 2 via a test.

**Mathematics:** In year 1 and until February in year 2, children will be set a weekly task using the computer program NUMBOTs. We expect this to be completed. Children will learn to use the programme in school and support for parents will also be provided. The program is intuitive but controlled by the class teacher who can see a child's weekly commitment. The program is designed for children learn key number facts for example: addition and subtraction facts to 20.

Later in year 2 (approximately February onwards), children are expected to undertake 10 minutes practice every week practice (divided into small chunks across the week) on the times tables set for them by their teacher. At least some of this time will be spent using the computer program 'Times Tables Rock Stars' and should be under timed conditions. A login will be provided. Each week, teachers will log in and check the children's progress. If the children do not wish to use Times Tables Rock Stars for the entire duration of their homework time, practice sheets will be made available to them. These must be handed in to the teacher so they can also check progress for these children.

**Optional Other:** Children will be set a voluntary topic based piece of work to complete. This may be weekly or half termly but will be communicated clearly.

### 1.3 Lower Key Stage 2

**Reading:** We expect children to read at home at least five times a week with an adult. Sessions may last between five and ten minutes. Children will be expected to maintain reading records. Please refer to our reading guidelines.

**Spellings:** The website Spelling Frame will be used to post weekly spelling lists. The lists will be bespoke to each child in order to meet needs. Children must practise the words so that they are committed to memory. The methodology for learning spellings can be chosen by the child- ideas include:

Using the spelling frame program

Using a reciting technique

Using a look, cover, write, check process

Creative word walls and creative art to reflect spellings

Making mnemonics

**Children will be tested weekly and it is expected that they will score highly. When this is not the case additional support to make homework practise effective will be provided.**

**Mathematics:** Children are expected to undertake at least 15 minutes weekly practice (divided into small chunks across the week) on the times tables set for them by their teacher. At least some of this time should be spent using the computer program 'Times Tables Rock Stars' and should be under timed conditions. A login will be provided. Each week, teachers will log in and check the children's progress. If the children do not wish to use Times Tables Rock Stars for the entire duration of their homework time, practice sheets will be made available to them. These must be handed in to the teacher so they can also check progress for these children.

In Y3 children learn multiplication and related division facts for the 3, 4, 6 and 8 times tables. Children will also be taught the connection between the 2, 4 and 8 times tables through doubling and halving (so if  $2 \times 3 = 6$  then  $4 \times 3 = 12$ ). In Year 4 children learn multiplication and related division facts for the, 7, 9, 11 and 12 times tables. The national expectation is that all children leave year 4 with fluent knowledge of the times tables from 0-12. Children in year 4 will sit a timed government multiplication test to show their fluency.

**Optional Other:** Children will be set a voluntary topic based piece of work to complete. This may be weekly or half termly but will be communicated clearly.

### 1.4 Upper Key Stage 2

**In years 5 and 6 the curriculum demands of children are considerably increased. Therefore, in addition to the homework opportunities listed below, children may also receive regular whole SATs papers to complete, reading comprehensions or extracts from SATs papers in order to prepare them for SATs at the end of May in Year 6. These will be given out as appropriate. Children are expected to take ownership of their home learning and should be able to complete it without support.**

**Reading:** We expect children to read at home at least five times a week with an adult. Session should last for a minimum of fifteen minutes, but would ideally be longer. Children will be expected to maintain reading records. Please refer to our reading guidelines.

**Spellings:** The website Spelling Frame will be used to post weekly spelling lists. The lists will be bespoke to each child in order to meet needs. Children must practise the words so that they are committed to memory. The methodology for learning spellings can be chosen by the child- ideas include:

Using the spelling frame program

Using a reciting technique

Using a look, cover, write, check process

Creative word walls and creative art to reflect spellings

Making mnemonics

**Children will be tested weekly and it is expected that they will score highly. When this is not the case additional support to make homework practise effective will be provided.**

**Mathematics:** In year 5 and for the autumn term of year 6, children are expected to undertake at least 30 minutes weekly practice (divided into small chunks across the week) on the times tables set for them by their teacher. At least some of this time should be spent using the computer program 'Times Tables Rock Stars' and should be under timed conditions. A login will be provided. Each week, teachers will log in and check the children's progress. If the children do not wish to use Times Tables Rock Stars for the entire duration of their homework time, practice sheets will be made available to them. These must be handed in to the teacher so they can also check progress for these children. As children become fluent in their knowledge of times tables, they will be expected to complete a weekly problem solving question.

In year 6, the program SATs Boot Camp will also be used to provide practise opportunities across the mathematics curriculum.

**Optional Other:** Children will be set a voluntary topic-based piece of work to complete. This may be weekly or half termly but will be communicated clearly.

## 1.5 Curriculum Information

Regular information will be provided through Class Dojo and is available via our website.

SEN

Teachers will take the needs of individual children into account when setting home learning.

## MONITORING AND REVIEW

Feedback from staff, children and parents will inform the monitoring and review of this policy.

## Appendix 1:

### **Remote learning and Learning Platform**

Greatham Primary School uses Google Apps for Education, Timestables RockStars and Spelling Frame as VLEs. All pupils have access to the VLEs to create, store and update their learning. All pupils are given a login name and passwords to enable safe access in school and at home. In KS2, children regularly practice accessing work through Google Apps in order to prepare them for the future.

At times, it may be necessary and appropriate for some lessons to take place on line. Online lessons will be undertaken using the VLEs. Parents will always be informed prior to a session taking place and children and staff must both be in suitable locations where there is nothing happening in the background. Children and staff must be appropriately clothed and where possible, parents should be present/ able to hear. Children who are unable to access this form of learning will be identified and supported appropriately.

During periods of full or partial school closure, home learning and school learning will align. Work for each key stage will be provided via the following platforms:

Year R- Tapestry

KS1- Class Dojo Messenger

KS2- Google Apps for Education

Every day, there will be an English lesson, a maths lesson and a lesson from the wider curriculum. Learning across the school will broadly focus on core skills, knowledge and understanding that an ARE child would have been working at the point of lockdown. LEARNING TASKS WILL BE SIMPLE TO UNDERSTAND AND MUST BE ABLE TO BE CARRIED OUT INDEPENDENTLY. The school values- CARE, ASPIRE AND ACHIEVE will be revisited regularly.

Work will not be marked but teachers will comment on it via the online platform.

#### **Maths specific:**

Every day there will be a maths lesson.

Maths planning will be simplified to enable parent access but it will follow the medium term overview.

The following websites may be used to support planning and delivery:

NCETM- has sentence stems/ videos/ small steps and representations

Oak National Academy- has quizzes, modelling via video and work.

White Rose- has a Friday challenge

HIAS- problem solving ideas.

#### **English specific:**

Every day there will be an English lesson.

English planning will be simplified to enable parent access but it will follow the medium term overview.

There will be great levels of encouragement for reading through online reading resources such as Oxford Owl, DK Find Out About and Children's Poetry Archive.

The spelling frame website may be used for interactive spelling fun.

There will be lots of short writing opportunities as well as a focus on SPAG.

Handwriting practise will be included also.

The Hamilton Trust Plans, the Oak National Academy and the Literacy Shed Plans may be useful.

As a guide, English lessons will mostly contain:

Independent reading: 20 minutes

Handwriting: 20 minutes

Spelling using Spelling Frame website (teachers to set spelling focus using link to website): 20 minutes

English writing activity: 30 minutes

#### **Wider Curriculum:**

There will always be some physical activity in which children are encouraged to be outside.

The existing class topic will continue but in a simplified manner to enable parental access.

Online documentaries and series' may be used as resources.