

<b>Date Written/reviewed</b> September 2022	<b>Date for Review</b> <i>Review is undertaken by the Principal, SLT and LGB</i>
<b>Principal Signature:</b> <i>N M Jones</i>	<i>This policy will be amended to reflect any changes in the practice described in this document.</i>

## St. Katharine's C of E Primary School

# Home Learning Procedure and Practice



*From Little Acorns Great Oaks Grow*

### Introduction

Home Learning is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Home Learning encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with learning at home.

### Rationale for home learning

Home learning is a part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see home learning as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that setting tasks and activities to be completed at home is one way in which children can acquire the skill of independent learning.

Whilst well planned and structured home learning plays a positive role in raising a child's level of attainment, we also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children.

### Current Research and Evidence

The evidence for the importance of home learning is that it is most effective when linked to the work that the children are doing in school and when it relates to regular practise of key skills.

We have therefore designed our home learning tasks to have the maximum impact on the core, basic skills that we know support learning in the classroom. In addition to this we recognise that for some children and families engaging in more project based tasks fire enthusiasm and enjoyment and as such we have a range of optional 'topic related' home learning tasks that children are free to explore.

### Aims and objectives

- ❖ to enable pupils to make maximum progress in their academic and social development;
- ❖ to help pupils develop the skills of an independent learner;
- ❖ to promote a partnership between home and school in supporting each child's learning;
- ❖ to enable aspects of the curriculum to be covered in sufficient depth;

- ❖ to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
- ❖ to help children develop good work habits for the future.

### The range of home learning

We have designed a graduated approach to home learning. You will see in the table below that we have different expectations at different stages in child's journey through the school. This home learning policy is written to reflect both current research and parental feedback.

Year Group	Home Learning Expectation
<b>Reception</b> (Early Years and foundation stage)	<ul style="list-style-type: none"> <li>• 10 minutes reading x 4 weekly. <i>This is monitored by teachers via the home school reading diary.</i></li> </ul>
<b>Year One</b>	<ul style="list-style-type: none"> <li>• 10 minutes reading x 4 weekly. <i>This is monitored by teachers via the home school reading diary.</i></li> <li>• Mental Maths support – see end of year objectives <i>using suggested activities to try at home</i></li> </ul>
<b>Year Two to Year Five</b> Homework for these year groups is graduated in terms of the complexity of the task and the level of demand. The changing level of expectation will be communicated by class teachers at the beginning of each academic year.	<ul style="list-style-type: none"> <li>• 10 minutes reading (minimum) x 4 weekly. <i>This is monitored by teachers via the home school bookmarks. as children develop fluency they may wish to read independently for longer periods of time alongside the reading they do with a parent.</i></li> <li>• Mental Maths support – see end of year objectives <i>using suggested activities to try at home</i> and including the use of x Tables Rock Stars. <b>Teachers use low stakes tests and quizzes at regular intervals to embed learning into long term memory.</b></li> <li>• Weekly spelling practise. <b>Teachers use low stakes tests and quizzes at regular intervals to embed learning into long term memory.</b></li> <li>• Weekly maths arithmetic practice</li> <li>• Children are given ideas for additional learning that they can do each term in support of their topic; this is optional and is provided for those children that want to extend their learning at home. Suggestions for parents will be included in the seasonal termly topic web.</li> </ul>
<b>Year Six</b> When children reach Year Six we are beginning the process of preparing them for the level of home learning that they might expect in Key Stage 3. Children are expected to manage a homework diary and have this signed by a parent with a degree of independence.	<ul style="list-style-type: none"> <li>• 10 minutes reading (minimum) x 4 weekly. <i>This is monitored by teachers via the home school reading diary. Our expectation is that by Year 6 children are reading independently and will read multiple texts of increasing complexity across the school year.</i></li> <li>• Weekly spelling practise. <b>Teachers use low stakes tests and quizzes at regular intervals to embed learning into long term memory.</b></li> <li>• Mental Maths support – see end of year objectives <i>using suggested activities to try at home</i> and including the use of x Tables Rock Stars. <b>Teachers use low stakes tests and quizzes at regular intervals to embed learning into long term memory.</b></li> <li>• Weekly SPAG homework</li> <li>• Weekly reading comprehension</li> <li>• Weekly maths arithmetic homework</li> </ul>

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|  | <ul style="list-style-type: none"><li>• SATs related homework will be sent home when relevant</li><li>• Children are given ideas for additional learning that they can do each term in support of their topic; this is optional and is provided for those children that want to extend their learning at home. Suggestions for parents will be included in the seasonal termly topic web.</li></ul> |
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### **Pupils with additional needs**

We set home learning tasks for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. For children with additional needs we endeavour to adapt any task set so that children can access that learning at a level appropriate for them.

### **The role of parents**

Parents have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents to encourage their child to complete the tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, supporting their child to organise the resources they need and by discussing the work that their child is doing. Our aim is to pitch the homework at a level that means that children can tackle tasks with relative independence.

If parents have any problems or questions about home learning, they should, in the first instance, **contact the child's class teacher**. Teachers are more than willing to provide guidance on homework to parents and encourage parents to provide feedback.

*If parents wish to make a complaint about the school home learning policy or the way it is implemented parents should **in the first instance discuss concerns with the class teacher**. In the unlikely event that these concerns are not resolved or addressed then parents should contact the Principal.*

### **Meet the Teacher**

At the beginning of the academic year we hold 'Meet the Teacher' sessions designed so that class teachers can set out some of the key learning and routines for the year ahead. At this meeting we will share approaches to and routines around homework, in line with this policy.

### **Monitoring and review**

Home learning and its contribution to learning at school are under continual review. This policy will be reviewed when we make significant changes to our regular practice.

**Resources that may help parents: These are just a few examples of resources that are available online. You will also find resources in your local book shop that can support you to support your child at home.**

### **Reading**

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks1-school-pupils/>

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/>

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

## **Spelling**

<http://blog.pobble.com/supporting-with-spelling-at-home/>

<https://www.theschoolrun.com/teachers-tricks-make-spelling-easy>

<https://www.spellingshed.com/>

## **Maths**

<https://ttrockstars.com/login>: **your child will have a log in to this resource**

<https://www.timestables.co.uk/speed-test/>

<https://www.timestables.co.uk/worksheets/>

<https://www.theschoolrun.com/best-times-tables-apps>