



HOME LEARNING POLICY

Aims of this policy

- To ensure a consistent approach to home learning throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for home learning
- To ensure that teachers, parents and children are fully aware of the role they play with regard to home learning.

The purpose of home learning

- To consolidate, reinforce and extend skills and deepen understanding particularly in English and Maths.
- To provide opportunities for parents and children to work **together**.
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.

The role of the school

- To provide parents with a clear policy regarding home learning
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about home learning
- To support children who are unable to complete home learning at a lunchtime home learning session.

The role of the teacher

- To plan and set a programme of home learning that is appropriate to the needs of the child.
- To ensure all children understand the home learning they have been given.
- To give feedback about home learning.
- To be available to talk to parents and children about home learning.
- To inform parents if there is a problem regarding home learning.

The role of the parent

- To support the child in completing home learning.
- To ensure the child completes home learning to a high standard and **hands it in on time**.
- To provide the appropriate conditions for the child to complete the home learning.
- To provide the appropriate resources for the child to complete the home learning.

The role of the child

- To ensure they have everything they need to complete home learning each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To hand the home learning in on time.
- To take on board any feedback about home learning

Home Learning in Foundation Stage

Learning together is the emphasis for children in Foundation. The activities are English and Maths based with a strong emphasis on reading together. It is an ideal time to lay the foundations for continuing work at home.

Reading

Parents will be informed of the themes, phonemes and high frequency words that the children are learning in school each half term.

Starting in the Autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways.

- 1) Adults reading to children.

Foundation children bring home their own choice of library book once a week. Parents should encourage children to point to words as they are being read. Discussion about the books is also important.

- 2) Children reading to an adult.

When they are ready to, children will start bringing simple decodable books home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

Children will have a reading record which parents/carers should sign or comment in each time they read with the child.

Stay and Play and early morning reads with parents will occur each week.

Phonic Knowledge

Children are taught the 44 phonic sounds through a structured programme. They will bring home a sound book so that parents are aware which phonics are being focused on each week and can support learning by talking about the sounds.

A phonics meeting will occur in Term one to inform and support parents.

Letter formation

At the beginning of the child's first term in Foundation, school will provide parents with information about cursive letter formation. This shows where to start and finish when forming each letter and what each letter should look like. Giving children the opportunity to practise forming letters and also developing drawing skills with a variety of different tools will give them valuable support. The important thing is to watch them and correct any mistakes sensitively so that they don't fall into bad habits.

Key Words

After the children have learned a set of key words parents may be sent a list of the words the children have learned. Regularly practising reading them, looking out for the words in reading books and playing games with them will really benefit the child. For some children, it will be useful to practise writing the words as well as reading them. The teachers may send home games to give parents some ideas. It would be useful if these words were practised on a regular basis in the summer holiday before year 1, as well as parents continuing to share books with their child.

Number

Parents are encouraged to help their child recognise numbers and count up to 20 at least.

A maths session to inform and support parents will take place before Christmas.

Home Learning in Key Stages 1 and 2

For children in Key Stage 1 we encourage parents to work together with their child to support them with their home learning. In Key Stage 2 we expect children to work as independently as possible.

Reading Years 1-6

Reading on a regular basis is vital. When children are in Key Stage 1, they will bring their reading books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child. Children will be expected to change their book every morning if they have read it.

In Key Stage 2 Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read a variety of genre including non-fiction. Children in Key Stage 2 are responsible for filling in their reading record every day and making sure it is in school.

In KS2 we ask parents to sign the reading record each time they read with the child. Reading records will be checked regularly and parents will be contacted if we are concerned that a child is not reading at home.

Spellings Years 1-6

Children will bring home spellings to learn each week which they will be tested on every Friday.

Grammar Years 3-6

Children in KS2 will be given grammar home learning which will reflect the learning in class. The frequency of this will depend on the age of the child.

Mathematics Years 1-6

Times Table practice is given each week as this is an important skill that children should have in place by the time they leave each year group. Parents can also support their child by giving them lots of opportunities to practise other real life maths skills. (see Appendix) KS1 children will be given number bonds to complete and KS2 children will be given arithmetic.

Other Subjects

Sometimes home learning may be linked to any other curriculum area such as Topic (science, geography, history, art). It could take many forms. Examples might include preparing a talk, completing a piece of research, conducting an interview, designing or drawing a picture or a graph. Sometimes, especially near holiday times children may be given a list of tasks based on the theme or topic they are studying from which they can choose. Sometimes, the tasks might be divided into sections and choices will be limited to ensure a range of skill areas is being addressed. The nature of this home learning may be more open ended than in other areas.

Approximate amounts of time to be spent on home learning

Foundation	5 - 15 minutes per day (depending upon the child's level) on English and Maths based activities including reading.
Years 1,2	10-15 minutes reading daily 5 mins spelling practise daily 5 mins times tables practise daily
Years 3,4	Minimum of 20 minutes reading daily 5-10 mins spelling practise daily 10 mins times tables practise daily Grammar sheets fortnightly
Year 5	Minimum of 20 minutes reading daily 5-10 mins spelling practise daily 10 mins times tables practise daily Grammar sheets weekly
Year 6 (from Term 3 onward the amount of home learning will increase in preparation for Secondary School)	Minimum of 20 minutes reading daily 5-10 mins spelling practice daily 10 mins times tables practice daily Up to 45 mins Maths activity weekly Up to 45 mins Grammar activity weekly

How can parents find out more information about home learning ?

The school will inform the parents about home learning by publishing the home learning policy on the school website at the beginning of each year.

Teachers will have different systems for handing and checking home learning and days for completion, they will tell parents and children about this at the beginning of the year or as necessary. If parents need advice on how to support their children with home learning then they can talk to the class teacher in the first instance.

Why will children sometimes be given extra home learning?

Children who take part in specialised lessons or interventions may sometimes be set extra home learning to reinforce the learning being covered in school. Additionally, children who work in a one to one situation with teaching assistants will sometimes be given extra tasks. In both cases, children should complete this work alongside their normal home learning unless the child or the parents have been told otherwise. If the child is finding they have too much work then parents should speak to the child's teacher.

What about children who don't complete home learning?

The expectation is that children **will** complete home learning. Teachers will keep records of children completing home learning and these records will be checked on a regular basis. If there are any problems with children not completing home learning then the teacher will speak to parents to find out why. The expectation is to complete the home learning on time. If children complete home learning on time they will be given Golden Time on a Friday afternoon. Children who fail to complete home learning will have to miss some Golden Time in order to complete it.

How will the home learning be marked?

Teachers may mark home learning in several ways.

- As a whole class
- In groups or pairs
- Individually with children who require assistance in their home learning

Teachers generally will not mark home learning that is handed in late.

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Appendix

Maths Skills Practice for home learning

Year 1

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour

Year 2

- count in steps of 2, 10 and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Year 3

- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- read and write numbers up to 1000 in numerals and in words
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- add and subtract amounts of money to give change, using both £ and p in practical contexts

- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Year 4

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- read, write and convert time between analogue and digital 12- and 24-hour clocks

Year 5

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

Year 6

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres

[A full copy of the National Curriculum can be downloaded from gov.uk](https://www.gov.uk)