



# Home Learning Policy

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Agreed by Whitchurch Primary School Governing Body	Name
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Version	Date	
1	January 2019	New Policy
2	September 2022	Review and update

## **Rationale:**

At Whitchurch we believe that:

- I. Home learning is a key element in enabling pupils to develop critical skills for independent learning
- II. Independent learning can create opportunities for our pupils to extend their learning to reflect personal interests and develop an enthusiasm for learning
- III. Home learning offers families an opportunity to engage with, and to support their child's learning directly.

## **Aims:**

Through the policy we aim to:

- ensure that parents are clear about what their child is expected to do;
- ensure consistency of approach throughout the school;
- use home learning as a tool to help continue to raise standards of attainment;
- improve the quality of the learning experience offered to pupils and to extend it beyond the classroom/school environment;
- provide opportunities for parents/carers, children and the school to work together in partnership in relation to children's learning;
- encourage pupils and their parents/carers to share and enjoy learning experiences together;
- reinforce work covered in class by providing further opportunities for individual learning;
- support pupils in practising or consolidating basic skills and knowledge, especially in mathematics and English;
- ensure that adequate time is given to complete home learning;
- encourage children to develop the responsibility, confidence and self-discipline needed to study independently, particularly relevant for those pupils at the upper end of Key Stage 2.

## **The role of parents and carers in supporting pupils:**

In general terms, parents and carers should be encouraged to:

- provide a reasonably peaceful, suitable place in which their children can do their home learning – alone or, more often for younger pupils, together with an adult;
- make it clear to their children that they value home learning, and support the school in explaining how it can help their learning;
- encourage their children and praise them when they have completed home learning;
- listen to their child read daily and sign the home reading records / diaries.

## **Pupils with special educational needs:**

Setting the right type and amount of home learning for all pupils will need careful consideration by the class teacher. The objectives of home learning outlined in this policy should apply equally to pupils with disabilities or special educational needs. Whilst SEND

pupils may, on some occasions, benefit from special tasks separate from the home learning set for other pupils in the class, it is important that they should do as much in common with other pupils as possible. Home learning tasks should:

- have a very clear focus;
- give plenty of opportunities for pupils to succeed;
- help develop social as well as other skills where necessary;
- be varied - and not purely written assignments;
- be manageable for pupils and teachers.

### Home learning Expectations:

This policy outlines the expectations for home learning across our school, detailing what each year group can expect. It has been designed to enable opportunities for pre-teaching (revisiting previously learnt objectives in preparation for new objectives) and consolidation (revision of newly learnt objectives).

### Daily Reading:

Early Years	
<b>Nursery:</b>  Story books sent home weekly and changed on Mondays and Fridays – parents/carers to read 5 minutes every day with their child and talk about the pictures & story.  Parents/carers to record what has been read in their child’s reading record book.	<b>Reception:</b>  Autumn Term: Start with 5 minutes a day supported by an adult at home.  Spring Term: Building up to 10 minutes a day supported by an adult at home.  Summer Term: Child reading independently for 5-10 minutes a day to an adult at home.
KS1 and Year 3	
<b>Year 1:</b>  Books home on a Monday, Wednesday and Friday – 10-15 minutes of reading time to an adult at home.  Additional time should be spent in discussion of book e.g. literal and inferential style questioning.	<b>Year 2 and Year 3:</b>  Books home on a Monday, Wednesday and Friday – 10-15 minutes of reading time to an adult at home. Additional time should be spent in discussion of book e.g. use of reading bookmarks to support questioning.  From the Spring Term onwards, books will go home every night.
Children should be heard read their own story books from home/be read to by parents/carers on other week nights e.g. bed time story which allows children to have lots of exposure to modelling of tone, intonation, expression etc.  Please record and sign all instances of reading that take place at home in your child’s reading record book.	

<b>KS2</b>	
<b>Year 4:</b>  Children are expected to read 15-20 minutes of their reading book each evening; if children do not manage it one evening, they should read extra pages on other evenings.	<b>Years 5 and 6:</b>  Children are expected to read 20-30 minutes of their reading book each evening; if children do not manage it one evening, they should read extra pages on other evenings.
<p>Though many children in KS2 are 'free readers' it is important that listening to them read aloud occurs during the week. As in KS1, having stories read aloud to them should continue, further developing tone, intonation and expression as the text becomes more complex.</p> <p>Exposure of and discussion around word meaning, inferred messages and news and magazine articles is beneficial.</p> <p>Pupils are expected to write a reflection of what they have read each day (including the title of the books and pages read) in their academic diary which must be signed off by an adult at home and in school. Class teachers may direct pupils to focus on a particular aspect of the text they are reading which will be shared as part of their weekly home learning.</p>	

### English:

English home learning linked to reading comprehension, writing and/or speaking and listening will be sent home once a week in all year groups. Activities will be directly linked to class based learning.

In Reception, children will have one home learning book where school staff will record the weekly phonics sounds to be reinforced at home. This home learning book will also include weekly English or maths tasks to be completed with a parent/carer. English and maths tasks will alternate each week. In all other year groups, children will have one book where they record their English home learning. All English home learning will be given out on a Friday and returned on a Wednesday. Please inform the Early Years Practitioner or teacher before Wednesday if there are any problems completing the home learning.

Home learning not completed or returned on Wednesday will be completed during break and / or lunch time on Wednesday or Thursday depending on the reason for the lack of completion. Consideration is always given for children with special circumstances. A note will be recorded in the child's home learning book by the teacher. Pupils who regularly do not complete their home learning will have a meeting scheduled between the parents/carers and the class teacher.

### Suggested English home learning tasks:

<b>Early Years</b>	
<b>Nursery:</b> See reading /phonics section	<b>Reception:</b> See reading /phonics section
<b>KS1</b>	
<b>Year 1:</b> Simple labelling, grammar games, practical activities e.g. noun hunt	<b>Year 2:</b> GPS (Grammar, Punctuation and Spelling) style tick box questions, practical activities.

KS2
<p><b>Comprehension</b> will include:</p> <ul style="list-style-type: none"> <li>• vocabulary exploration;</li> <li>• reading a question and then highlighting sections of the text;</li> <li>• writing answers in detailed sentences with accurate punctuation and a range of conjunctions and sentence openers;</li> <li>• handwriting that is neat, accurately formed and joined;</li> <li>• accurate spelling.</li> </ul> <p><b>Grammar</b> will include:</p> <ul style="list-style-type: none"> <li>• a range of different types of answers e.g. completing missing words or circling answers;</li> <li>• answers requiring a full sentence must be correctly punctuated;</li> <li>• handwriting must be neat, accurately formed and joined;</li> <li>• accurate spelling.</li> </ul> <p><b>Speaking and listening</b> will focus on 'talk topics' linked to the form of writing pupils are learning in class. Pupils are expected to discuss the talk topic with family and make notes that they can share during whole class discussion.</p>

### Phonics/Spelling:

EYFS	
<p><b>Nursery:</b></p> <p>Phonics to be reinforced. A sound-a-week to revisit at home</p>	<p><b>Reception:</b></p> <p>Phonics to be reinforced- next set of sounds to practice each half term/weekly sounds when split into ability groups. Pupils learn how to read and spell high-frequency words which are set by the class teacher on a weekly basis.</p>
KS1	
<p><b>Year 1:</b></p> <p>Between 5 and 10 words to learn each week (dependent on ability) linked to either the sound of the week from the week's phonics lessons or high frequency words.</p>	<p><b>Year 2:</b></p> <p>Children will receive a spelling list which will give the opportunity to try a range of spelling strategies to learn 10 words in preparation for a test the following week. The number of words could increase to 20 words by the end of the year.</p>
<p>Children are required to write their spelling words into sentences, which will include adjectives, adverbs, variety of punctuation for differentiation purposes.</p>	
KS2	
<p>Spelling lists – KS2 classes and Year 2 will receive their spelling word lists on a Wednesday, ready to be tested the following Friday. Spelling words/rules will be explicitly taught each week through English lessons. Spelling lists will be based on statutory words and topic words.</p>	

KS2 spelling lists will include information about the spelling objective for the week applied to 20 spellings, a handwriting section, a list of strategies to help practise spellings (also taught in class) and a challenge to apply spellings in sentences.

Common Errors – these will be selected from the children’s work and tested in class the following week.

### **Mathematics (including timetables and key instant recall number facts - KIRNF):**

Maths home learning linked to fluency, reasoning and problem solving will be sent home once a week in all year groups. Activities will be directly linked to class based learning. This will either be consolidation of learning in class or pre-teaching new objectives.

All pupils will have access to Timestables Rockstars where they can complete calculations linked to the four operations and develop their mental recall. Further understanding and reasoning with these facts will be explored in lessons regularly.

In all year groups, children will have one home learning book where they record their maths home learning. Maths home learning will be given out (set online for Mathematics) on a Friday and returned on a Wednesday every week. Please inform the teacher before Wednesday if there are any problems completing the home learning. Home learning not completed or returned on Wednesday will be completed during break and / or lunch time on Wednesday or Thursday depending on the reason for the lack of completion. Consideration is always given for children with special circumstances. A note will be recorded in the child’s home learning book by the teacher. Pupils who regularly do not complete their home learning will have a meeting scheduled between the parents/carers and the class teacher.

<b>EYFS</b>	
<b>Nursery:</b>  Through everyday activities- ideas in school newsletter and on parent information noticeboard updated weekly.	<b>Reception:</b>  Recorded in the home learning book, fortnightly maths tasks to be completed with the adult at home.  KIRNFs sent at beginning of each half term.
<b>KS1</b>	
<b>Year 1:</b>  A combination of consolidation tasks and practical activities / games to be played with parents.  Times tables – children will start to learn their 2s, 5s and 10s, exploring relationships between these numbers.  KIRNFs sent at beginning of each half term.	<b>Year 2:</b>  Practical activities / games to be played with parents / consolidation of class work or pre-teaching new objectives which may be simple written calculations later in the year.  Times tables – 2s, 5s, 10s to consolidate Year 1 learning.  KIRNFs sent at beginning of each half term.

**KS2**

Children are expected to complete Mathematics tasks set online to consolidate what has been taught in class that week. Children can access this in school if teachers are made aware of access issues at home.

Times tables – in Year 3 children will move on to learning 3s, 4s and 8s exploring relationships between these numbers. In Year 4, children will move on to their 6s, 7s, 9s and 11 times tables. By the end of Year 4, children are expected to know all of their times tables up to 12x12.

In Years 5 and 6, children will apply their times table knowledge to related division facts and inverses, whilst working on any gaps from previous years.

**Topic Home learning:****Early Years, KS1 and Year 3**

Children are to complete a creative, practical task once per term (3x per year) linked to their topic e.g. if pupils are learning about the Romans then they are challenged to create a model of the Roman Colosseum. It will enhance the learning of the class topic by challenging pupils to think critically and use a wide range of thinking skills. Parents/carers are expected to support children in their creative design and build projects and these will be displayed in an end of term exhibition.

Teachers will set this task at the start of each term and pupils will be expected to share their home learning during learning time in class.

**KS2 (Years 4, 5 and 6)**

Children are to complete a research project once per term (3x per year) to help enhance the learning of the class topic. It will have specific guidance from the class teacher regarding the information required and where best to find it (e.g. National Geographic Kids). In addition, this will contribute to their Computing Curriculum objectives. Children will receive House Points for the effort made to research and complete their research project, and for creativity and presentation.

Teachers will set this task at the start of each term and pupils will be expected to share their home learning during learning time in class.

**Caveat:**

In addition to the standard format, where the teacher feels that there are areas of need, children may be provided with extra one-off pieces of work or booster packs. These could be:

- 'Same Day' consolidation tasks which support the learning that has taken place in school that day; this is designed to increase confidence and accuracy in preparation for the following lesson; this could be for any lesson.
- Handwriting exercises e.g. Fine motor skill activities, letter formation or handwriting packs.

- Sentence work e.g. writing subordinate clause sentences which include accurate punctuation.
- Reading comprehension tasks.
- A research project around a particular topic in order to support children's writing in class.
- Packs of work to aid revision at specific times of year - Phonics packs, Y2 booster pack, Y4 MTC pack or Y6 booster packs for example.

### **Rewards:**

Praise from both teachers and parents / Carers. Children will be rewarded in class with stamps or House points for their efforts.

### **Sanctions:**

Maths or English home learning not completed or returned on Wednesday will be completed during break and / or lunch time on Wednesday or Thursday depending on the reason for the lack of completion. Consideration is always given for children with special circumstances communicated from parents.

Topic home learning not completed during the half-term will be discussed with the pupil's parents/carers to understand the reasons why it has yet to be completed. Consideration is always given for children with special circumstances communicated from parents. If no valid reason is given, it will be completed during break and / or lunch time until complete.

N.B. Teachers will keep a record of home learning submitted to track that home learning is being completed consistently.

### **Monitoring and Evaluation:**

Home learning could be marked by the class teacher, Learning Support Assistant or Early Years Practitioner weekly. Alternatively, home learning may be self-/peer-marked depending on the task that has been set. Teachers will check weekly that online home learning is completed.

The Year Team Leaders will check a sample of home learning (books, reading record books, online work creative pieces, photos etc.) on a half-termly basis, ensuring that evidence is kept and confirm this policy is being successfully implemented.

The Standards and Achievement Committee of the Governing body will monitor and review the Home learning policy on a termly basis and confirm this policy is being successfully implemented.