

St. Mary's Church of England Primary School,
High Crompton



Home Learning Policy

Reviewed by all staff on: Sept 2018
Approved by Governors on: 18.10.18
Next Review: Sept 2019

Mission Statement:

Believe and Achieve

To provide a fun, stimulating and excellent education which enables each child to achieve their full potential, academically, spiritually, emotionally and socially in a safe, Christian environment.

Healthy School

St. Mary's is a Healthy School with healthy attitudes embedded in the curriculum and extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and adults as well as making choices about healthy lifestyles.

Building Learning Power Statement

At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasises the development of lifelong learning values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At

St. Mary's, children will develop the ability to take responsibility for their own learning and self-assess and be able to articulate themselves as a learner. They will have the opportunity to develop the ability to know what's worth learning, know how to face confusion and know the best learning tool for the job.

Introduction

This document outlines the policy for home learning at St. Mary's C of E. Primary School. A copy of the policy is available to parents on school website. A summary of the Home Learning for each year group is outlined in class newsletters at the start of each academic year.

The purpose of home learning

At St. Mary's we believe the purposes of home learning are to:

- develop a positive and effective partnership between school and home.
- involve families in their children's learning.
- encourage children to talk about their learning.
- consolidate, reinforce and extend skills and understanding across the curriculum.
- enable children to apply skills in real life situations such as shopping, cooking, gardening.
- provide opportunities for parents and children to enjoy learning together.
- encourage children to develop independence in learning.

The role of school in home learning is to:

- set and value purposeful and appropriate home learning.
- clearly explain home learning to all children.
- monitor the children's approach to and completion of home learning and discuss with parents and the child.

The role of pupils in home learning is to:

- listen carefully to the instructions they are given in school.
- organise themselves effectively in order that home learning is completed on time and returned to school as appropriate.
- ensure home learning is always the same high quality as school learning.

The role of parents in home learning is to:

- make it clear to their child that they value home learning.
- ensure their child reads each day.
- provide a suitable place for home learning to be done.
- encourage and praise their child when home learning is completed.
- be actively involved in home learning activities as appropriate.
- support their child in returning home learning on time.
- research shows that increased parental involvement directly correlates with pupil outcomes.

Time Allocation

The exact amount of time spent on home learning is much less important than the quality and purpose of the activities and individual ability must always be taken into account. However, in general, the amount of time to be spent on home learning will increase as the child moves through our school. The DFE guidance is that children in the Infants have a maximum of one hour a week, those in Years 3 and 4 have 1 $\frac{1}{2}$ hours a week and those in Years 5 and 6 approximately 2 to 2 $\frac{1}{2}$ hours.

It is important to note that this includes time spent reading on a daily basis.

Rewards and Sanctions

- Pupils are rewarded for home learning through praise, team points and stickers. Teachers reward pupils for high standards of work and tasks completed.
- In Key Stage 1 pupils are actively encouraged to complete and return home learning. Staff may discuss with Parents any pupil who repeatedly fails to complete home learning, but no formal sanctions are given.
- In Key Stage 2 pupils who do not return their home learning, on an agreed date with their class teacher, may be requested to complete the work during their lunchtime. Teachers will discuss with parents pupils who regularly fail to complete home learning.

What are the expectations for home learning in each class?

All classes are encouraged to access the virtual learning environment, via the school website to supplement their learning opportunities.

In Reception

Home learning in Reception aims to develop a positive and effective partnership between school and home and encourage parents to be fully involved in their child's learning and education.

- Daily reading (home reader)
- Read and spell key word lists
- Jolly phonics sheets and sound cards (blending and segmenting practise)
- Bring in artefacts into school to support class related topics - details to be outlined on class newsletters.
- Maths challenge cards.
- Talk about the school day.

In Year 1

- Daily reading (home reader).
- Reading phonic lists and key words.
- Weekly spellings (patterns and key words) set on a Friday to be tested the following Thursday.
- Weekly homework: Numeracy or Literacy/Topic task set on a Friday to be completed for following Friday.
- Bring in artefacts into school to support class related topics - details to be outlined on class newsletters.

In Year 2

- Daily reading (home reader and other reading material eg library books, signs, leaflets and posters in the environment and discussion of text.)
- Weekly spellings set on a Thursday to be tested the following Wednesday.
- Weekly literacy tasks, task set on a Thursday to be completed for Wednesday.
- Weekly numeracy, task set on a Friday to be completed for Monday.
- Mental maths, eg Beat That, CLIC times tables, number bonds.

In Year 3

- 15 minutes daily reading (choosing book or ORT) and discussion of text. Children to record in green reading record. At least 3 reads per 7 days.
- Weekly spellings (test each Thursday and new spellings given out on Friday.)
- Weekly numeracy, task set on a Friday to be completed and handed in no later than Wednesday.
- Weekly Literacy/topic task set linked to work in class that week. Task set on a Friday to be completed and handed in no later than Wednesday.
- Mental maths, eg Beat That, CLIC, times tables, number bonds.

In Year 4

- 15 minutes daily reading (choosing book or ORT) and discussion of text. Children to record in green reading record and an adult to sign. At least 3 reads per 7 days.
- Weekly spellings, given on a Friday and tested the following Friday.
- Weekly Literacy task, given on a Thursday and returned on the following Wednesday.
- Weekly Maths, given on a Tuesday and returned on the following Monday.

In Year 5

- 15 minutes daily reading (choosing book or ORT) and discussion of text. Children to record in green reading record and write down new vocabulary. At least 3 reads per 7 days.
- Weekly spellings.
- Weekly literacy task, given on a Friday and returned on the following Monday.
- Weekly numeracy task, given on a Friday and returned on the following Monday.
- Mental maths, eg Beat That, CLIC, times tables, number bonds.
- Science/ Humanities related activity as appropriate - research, preparation and/or answering questions.

In Year 6

- 20 minutes daily reading (choosing book and home reader) and discussion of text. Children to record newly discovered vocabulary or interesting words and discuss their meanings. At least 3 recorded reads per 7 days. Green reading record to be in school daily for monitoring.
- Weekly spellings.
- Weekly literacy task, given on a Friday and returned on the following Monday.
- Weekly numeracy task, given on a Friday and returned on the following Monday.
- Mental maths, eg Beat That, CLIC, times tables, number bonds as required.
- Science/ Humanities related activity as appropriate - research, preparation and/or answering questions.
- Any unfinished work may be sent home for completion.