

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



Home Learning Policy

Updated and Reviewed: September 2023

Review Date: Sept 2024

Approved by Governors on: 5.10.23

Signed by Chair: *A Green*

School Vision

Through God's love and our Christian Values, we encourage each individual to love, respect and value God, themselves and others.

We encourage and nurture everyone to flourish and grow into the unique person God made them to be, ready to go out into the world to love others.

This is rooted in Jesus' words: Love one another as Jesus loved us. (John 13 v 34-35)

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 the 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
- 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 considered. 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 ½ hours a week and those in Years 5 and 6 approximately 2 to 2 ½ 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 those 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 -Little Wandle e-Book and sharing book
- Read and spell key word lists (From Autumn 2)
- Bring in artefacts into school to support class related topics - details to be outlined on class newsletters
- Talk about the school day
- Additional challenges set on Tapestry

In Year 1

- Daily reading -Little Wandle e-Book and sharing book
- Reading phonic lists and key words.
- Weekly spellings (patterns and key words) set on a Thursday to be tested the following Thursday.
- Weekly homework: Numeracy or Literacy/Topic task set on a Friday to be completed for the following Friday.

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 Friday to be tested the following Thursday.
- Weekly homework: Numeracy and/or Literacy/Topic task set on a Wednesday, to be completed for the following Wednesday.
- Times Tables Rock Stars practise - 20 minutes minimum each week.

In Year 3

- 15 minutes daily reading and discussion of text. Children to record in green reading record newly discovered vocabulary or interesting words and discuss their meanings. At least 3 reads per 7 days.
- Weekly spellings (test each Thursday and new spellings are given out on the same day.)
- Weekly numeracy, usually task set on a Thursday to be completed and handed in no later than Monday.
- Weekly Literacy/topic usually task set linked to work in class that week. Task set on a Thursday to be completed and handed in no later than Monday.
- Times Tables Rock Stars - 30 minutes minimum each week.

In Year 4

- 15 minutes daily reading and discussion of text. Children to record in green reading record newly discovered vocabulary or interesting words and discuss their meanings. 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 Tuesday.
- Weekly Maths, given on a Thursday and returned on the following Tuesday.
- Times Tables Rock Stars - 30 minutes minimum each week.

In Year 5

- 15 minutes daily reading and discussion of text. Children to record in green reading record any newly discovered vocabulary or interesting words and discuss their meanings. At least 3 reads per 7 days.
- Weekly spellings.
- Weekly literacy task usually given on a Thursday and returned on the following Monday.
- Weekly numeracy task, usually given on a Thursday and returned on the following Monday.
- Times Tables Rockstars. At least 30 minutes per week.
- Science/ Humanities related activity as appropriate - research, preparation and/or answering questions.

In Year 6

- 20 minutes daily reading and discussion of text. Children 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 Thursday and returned on the following Monday.
- Weekly numeracy task, given on a Thursday and returned on the following Monday.
- Science/ Humanities related activity as appropriate - research, preparation and/or answering questions.
- Any unfinished work may be sent home for completion.