

Home Learning Policy

Rownhams St John's CE Primary School

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Contents

Introduction	3
What is home learning?	3
Why is home learning important?	3
Our approach to home learning	4
Responsibilities	4
The importance of reading	5
Developing fluency across the curriculum	6
Home Learning Projects	6
Online Home Learning	7
Home learning progression across the school	7

1. Introduction

- 1.1 The aim of this policy is to:
 - 1.1.1. explain what home learning is
 - 1.1.2. explain why we believe it is important
 - 1.1.3. outline our approach to achieve this and how we support our learners
 - 1.1.4. explain how parents and carers can support their children

2. What is home learning?

- 2.1 We define home learning as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members or carers. We use the term home learning rather than homework as this better represents the continuation of learning beyond the classroom and gives the activity greater purpose.
- 2.2 Throughout this document we also use the term **learners** interchangeably with 'pupils' and 'children'.

3. Why is home learning important?

- 3.1 We believe home learning is important because it can:
 - 3.1.1. Support the development of fluency with regular practise, especially in reading, spelling, number bonds and times tables.
 - 3.1.2. Consolidate and reinforce learning
 - 3.1.3. Extend learning and deepen understanding
 - 3.1.4. Promote positive learning habits, including goal-setting, planning, perseverance, and the management of time, materials, attentiveness, and emotions so that children are better prepared for secondary school
 - 3.1.5. Strengthen the partnership between home and school, ensuring that parents and carers are kept informed, are involved and supported in their child's learning and development

4. Our approach to home learning

4.1 Responsibilities

4.1.1. The school will:

- communicate home learning the importance of home learning, the school's approach and general expectations, through this policy
- whilst encouraging children to make the best use of technology at home, ensure that no child is disadvantaged because they do not access to a computer or the internet
- provide a Home Learning Club to support families, where there are barriers to achieving success at home

4.1.2. Teachers will:

- make sure that the home learning set is valuable and achievable
- use well-designed tasks that are linked to classroom learning
- provide clear expectations for home learning, by:
 - explaining tasks and how learners can be successful
 - showing children 'what a good one looks like'
 - providing a regular schedule for giving out and handing in home learning
 - making it clear how long the children are expected to spend on their home learning
- plan home learning so it is appropriate to the individual pupils' needs
- positively encourage the completion of home learning
- seek to understand and address any barriers to completing home learning, such as access to a learning device or resources
- provide timely and helpful feedback
- support children who do not understand their home learning
- support parents and carers so that they can best support their children, including spending time with any parents who continue to find any aspect of the homework puzzling

1.1.2. Learners will, with increasing independence as they get older:

- make sure they take home learning instructions home with them
- give 100% effort in completing their home learning, taking pride in their work
- persevere when the learning becomes a challenge
- hand their home learning in on time.

1.1.3. Parents can help by:

- being positive about home learning
- making it clear that they value home learning
- praising and encouraging their child for their effort more than their ability
- helping their child to develop regular routines, and good learning habits, to help completion of work on time
- providing a working environment that allows their child to do their best
- ensuring that their child's use of technology is safe and secure
- encouraging their child to work with increasing independence, especially with children in KS2.
- giving support when their child needs help
- encouraging your child to talk to the teacher if they are having difficulty
- contacting the school if any aspect of the home learning is causing problems

1.2 The importance of reading

1.2.1. Reading is an essential aspect of our home learning approach. Making sure that children are engaged with reading from the beginning is one of the most important ways to make a difference to a child's life chances.

1.2.2. Being able to read well is also important to ensure children are able to access all other areas of the curriculum. Children who struggle to read will struggle in all subjects.

1.2.3. We highly recommend creating time and a routine for reading everyday to support your child's development in this important area.

1.2.4. Reading can take many forms and will depend on each individual child. For example:

- reading to your children to model the enjoyment of reading

- sharing a book together for pleasure
- reading a stage book to learn specific phonics or reading skills
- listening to your child a fiction or non-fiction book
- reading words and sentences in the environment, such as, signs, posters, adverts, food packaging
- reading comics, newspapers and magazines

1.2.5. Reading every night will help to:

- improve vocabulary
- improve concentration and focus
- build self-esteem
- improve memory, and
- improve creativity

1.2.6. Your child will be provided with reading books appropriate to their age and developmental stage and this is outlined in the table below.

1.3 Developing fluency across the curriculum

1.3.1. Developing fluency across the curriculum builds strong foundations. For example, learning your number bonds and times tables will open up opportunities to strengthen and deepen understanding in mathematics. If learners can commit key facts to their long term memory they will no longer need to 'hold this in their head', whilst working on something more complex - they will simply 'locate' this fact when they need it.

1.3.2. We believe parents and carers can provide a valuable role in supporting the development of fluency across a range of subjects and areas, through regular practise, including spelling, number bonds, times tables, phonics and reading.

1.3.3. Research shows that for developing fluency it is best to practise little and often rather than in large chunks. For example, 3 minutes everyday is better than 20 minutes once per week.

1.4 Home Learning Projects

1.4.1. Your child will be set one home learning project every half term. The teachers will provide a range of activities, linked to current projects in the classroom, and the children will be able to select one that appeals to their interests. The project will enable children to increase their knowledge and understanding of the area of study, through research, and by presenting their outcome in a range of media.

4.2 Online Home Learning

- 4.2.1. We recognise the benefits of online home learning, including engagement, interaction and efficiency.
- 4.2.2. All our Home Learning will be shared and communicated via Google Classroom, which all children will be provided access to.
- 4.2.3. Each phase will provide a programme of online activities, which will, especially, support the development of fluency.

5. Home learning progression across the school

- 5.1 The table below outlines how home learning progresses from Year R to Year 6.
- 5.2 The information in this table is for guidance and is subject to change. Teachers will make decisions on the balance of activities to ensure the children are given appropriate and manageable amounts of home learning.

A table to show progression in home learning

	Reading	Phonics / Spelling	Mathematics	Project
Year R	Sharing a book for 10 minutes at least five times per week Children will bring home 1x library book and 1x 'Book Bag' book each week	Practise high frequency words for 5 minutes at least five times a week	When your child is ready, play fun maths games, as often as possible.	Half termly project related to classroom learning Note: Year 6 may receive additional revision and practise in preparation for end of Key Stage 2 assessments
Year 1/2	Reading/ sharing a book for at least 10 minutes at least five times per week Children will bring home 1x library book and 1x 'Book Bag' book each week	Practise common exception words for 5 minutes at least five times per week	Practise number bonds for 5 minutes at least five times per week Plus, Mathematics task related to classroom learning (10 minutes)	
Year 3/4	Reading/ sharing a book for at least 15 minutes at least five times per week Children will bring home 1x library book and 1x stage book each week	Practise spellings for 5 minutes at least five times per week	Practise times tables for 5 minutes at least five times per week Plus, Mathematics task related to classroom learning (15 minutes per week)	
Year 5/6	Reading/ sharing a book for at least 20 minutes at least five times per week Children will bring home 1x library book and 1x stage book each week	Practise spellings for 10 minutes at least five times per week	Practise tables for 10 minutes at least five times per week. Plus, mental arithmetic. Plus, Mathematics task related to classroom learning (20 minutes per week)	