

Home Learning Policy

Parish Primary School

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PARISH
CE Primary School

Building Learning, Friendships and Faith.

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Principles of home learning

Helping a child learn at home can and should be a positive experience. The individual attention a parent can give, even if only for a short time, can help to motivate a child, further build confidence and self-esteem and help progress. A parent's attention, focused on the kind of learning a child does at school also means that the child understands the value his or her parents put on education.

We recognise the importance of the role of the parent as a child's first educator. This role does not diminish once their child is in school. A working partnership between school and home enhances the educational development of the child and so helps raise attainment and self-esteem. We consider any help that parents feel able to offer their child(ren) at home as extremely worthwhile.

At Parish we want to nurture pupils to be life long learners; to be people who never stop learning and look for new challenges; to have a love for learning. We also want our pupils to develop skills, which will enable them to thrive in our ever-changing world, skills such as independence, resilience, creativity, time management, flexibility, the ability to plan and to follow routines. Yet we also want our pupils to enjoy their childhood, to play and explore, to interact with others and make strong friendships and to have time to rest and relax.

Key purposes of home learning

- to reinforce learning that has taken place in class.
- to carry out or complete activities that help memorisation of key facts.
- to provide an opportunity for pupils to practise and revise for exams.

Teachers ensure that:

- at Foundation Stage and KS1 home learning set encourages parents to be involved.
- at KS2 home learning set can be carried out independently by pupils.
- home learning is checked or marked by the teacher.

How does the child benefit?

Home Learning:

- extends the time given to learning.
- reinforces learning undertaken during the school day.
- provides an opportunity to practise certain skills.
- gives the child the opportunity to work independently or with the support of an adult on a one to one level.
- gives children the opportunity to discuss and explain what they are doing, so that they develop a deeper understanding.
- can be fun.
- increases children's motivation.
- helps learning to be valued by the family as well as by the school.

- provides learning opportunities outside school, such as visits to museums, involvement in household projects e.g. cooking. This can help give learning relevance, variety and enjoyment.

How do parents benefit?

Home learning:

- keeps parents informed of what their child can and cannot do.
- provides a picture of the type of learning that is happening in school.
- enables parents to help reinforce learning for their child.
- provides a framework to clarify how parents can best help.

The school's role is to:

- provide suitable and varied home learning tasks, which consolidate or extend children's learning.
- clearly communicate its expectations of the work to be carried out.
- give appropriate feedback on work undertaken at home e.g. by discussing or displaying work.
- ensure that children and parents understand fully when home learning is given out and when it is expected to be completed.
- provide advice to parents on how best to help.

What home learning is set?

Home learning is set that the teacher believes your child can achieve with increasing independence. It is never helpful for another person to do the home learning for the child or to help them too much. Please leave the home learning if you believe it to be unachievable and let the teacher know the difficulties your child had. We need to know so that we can best meet their needs and make future home learning most useful.

EYFS (Reception)

In the Reception class, sound books are provided for both the Autumn and Spring Terms. These are to be completed daily Monday to Thursday. Word books are then issued from the Spring Term to Summer Term. Each week, these contain 5 words from the 100 High Frequency list. Children are expected to write them as well as spell them. When children are ready to read, they take home a book and are expected to read daily to an adult. Teachers also encourage the use of Mathletics and Maths Monkey to further engage children in their learning.

Key Stage 1 and Key Stage 2

In Y1 – Y6 children will be provided with a red exercise book. Each half term a home learning menu will be stuck into the book. The menu is split into two sections – **non-negotiables** and **menu tasks**.

Non-Negotiables

All children must complete the non-negotiables weekly as these are the routine tasks that build the foundations for further learning. These are:

- **Mathletics**
An online programme/app that covers all strands of the Maths curriculum. Age and ability appropriate tasks are set for children. Please let your class teacher know if you feel your child finds the tasks too easy or too hard.
- **Reading**
Daily reading for 15mins and comments recorded in the yellow reading record.
- **Spellings**
Differentiated and set by each year group and linked to weekly spelling tests
- **Times Tables**
Personalised to each child. Please see Appendix 3 for more information about the times table ladders.

Menu Tasks

The menu contains a range of tasks which link to topics and the teaching and learning carried out in school. They should take between 20-30mins (45mins for Y6) so please reassure children that if the task is taking them longer they can stop however far they have got.

For Years 1-5 the home learning menu tasks are not compulsory, giving parents the choice of whether or not their child completes home learning tasks and how many they complete.

In Y6 the expectation is that pupils will complete the minimum number of tasks each half term so that they develop good habits and routines before secondary school. Their class teachers will be expecting them to choose the task(s) they are going to complete and write them in their homework diaries.

Parents of children in Year 6 should be aware of the high expectations in secondary school. It is therefore important that home learning is given in on time. Parents are encouraged to regularly look at their child's homework diary, which is updated on a daily basis with homework, reminders and spellings. In addition, a SATs resources page is provided on the Year 6 Fronter page (e.g. revision support and past papers) for the children and parents to use when required.

Please see Appendix 1 for a sample home learning sheet.

Recommend amount of time for home learning

We recommend that children in Years 1 & 2 spend about an hour a week on home learning activities.

We recommend that children in Years 3 & 4 spend one and a half hours a week on home learning activities.

We recommend that children in Years 5 & 6 spend 2 hours a week on home learning activities.

Marking of home learning

All home learning that is completed in the time set should be marked or responded to in some way e.g. discussed/displayed. In addition each half term the menu will suggest the minimum number of different types of task to complete in order for children to receive a bronze, silver or gold reward. These will take the form of home learning stickers, which can be used to decorate the books, or stuck on the home learning menu sheets. Please refer to Appendix 3 for further details.

Children absent from school

Efforts will be made by the school to provide home learning for children who are absent from school through illness or for children who are absent from school due to long term leave (holiday or otherwise). Where a child has been excluded from school, it is the class teacher's responsibility to ensure that work is provided for the child for the duration of his/her absence.

Inclusion

Most home learning tasks should be appropriate for the majority of the children in a particular class and are differentiated appropriately. If a child has particular needs the class teacher can give parents advice as to the type of work he or she can do at home. A child may have a Provision Map, which outlines work that can be carried out at home to support their learning. This is discussed fully with the parents at their meetings with teachers throughout the year.

The home learning environment

The best environment in which to learn is one that is **supportive**, and this is true of both the classroom and the home. All children respond differently to different situations. Some children prefer silence, whilst others can work in a noisier environment. Most children do not respond well if their teachers or parents show too much anxiety over their progress, or make comparisons with other children. Most children do not respond well if they feel they are overburdening an adult by requiring help, or if they are harshly criticised for making mistakes.

Most children do respond well to **praise** and **encouragement**, particularly about the effort they put in. Some children find it easier to work with a certain helper, which may be an older brother or sister, rather than a parent. If there are significant problems, the class teacher needs to know so that ways to alleviate them can be found.

When helping a child at home, whether with home learning sent by the teacher or which parents have provided, it is most important to make this as stress free, constructive and enjoyable an experience as possible. If parents find that work sent home is causing undue distress that cannot be alleviated by their own support, then the teacher needs to know. Equally, if the teacher feels work given at home is having a negative effect, teachers will inform parents. All adults also need to remember that children will make lots of mistakes. Making mistakes is essential in order to learn.

Mistakes do need to be put right, but not necessarily all at once. It is important that we give plenty of opportunities for pupils to succeed.

If a child's educational progress is a cause for concern, it is best if adults try not to pass on their own anxieties to the child, since this can serve to decrease confidence and be counterproductive. What helps them best is a reassuring adult who can acknowledge the child's own anxiety, but convince them of the importance of taking just one step at a time on the road to help them "catch up". All steps along the way to progress, even if these are slow, need to be rewarded with praise. Parents, helping their children at home, can contribute a great deal in these circumstances.


What other activities can be done at home to help children with their learning?

- Talking and listening to your child as much as possible
- Reading ~ anything and everything! Signs, street names, newspapers, comics, books. Join the local library or a book club.
- Playing games ~ word games (e.g. Scrabble crosswords), board games, number games, jigsaws
- Painting, drawing, making models from junk or kits, sewing, cutting and sticking
- Educational computer games, software or visiting educational websites
- Cooking
- Writing stories, making up and acting out plays, writing thank you letters or invitations
- Practising handwriting, number bonds, times tables, using dictionaries or calculators
- Visits to the zoo, museums etc.

NB All children, regardless of age, are also expected to play at home. Play is not just a relief from work, but also an essential means of learning.

An effective partnership between home and school will support everyone involved in the education of our pupils. To make it succeed, we must have an understanding and commitment to this policy, so that all children can have a happy and successful time at Parish CE Primary School, "Building Learning, Friendships and Faith".

Appendix 1 Sample Home Learning Menu

Parish CE Primary School Home Learning Menu Year: 5 Term: Autumn 1			
Non-negotiables- To be completed daily/weekly			
Mathletics 3 Mathletics tasks per week	Reading Read every day and ask a grown up to sign in your yellow reading record book.	Spellings Spelling Tests will be carried out weekly.	Times Tables Multiplication tables based upon children's progress against times table ladders in classrooms.
Complete the following tasks across the half term in any order (minimum 2x literacy to achieve award):			
Task 1- Maths 7,987,321 round this 7 digit number to the nearest hundred thousand, thousand, hundreds and tens Challenge: Create your own 7 digit numbers and round them in the same way as above.	Task 2- Maths Can you create a starter activity for a Maths lesson? It could be a game or a list of quick-fire questions. Make it as exciting and engaging as possible – the best will be used in class!	Task 3- Maths Design a poster to explain Place Value in large numbers.	Task 4- Literacy Write a quiz of 10 questions of things you have learned this week from as many different subjects as you can. Write your answers on a separate page.
Task 5- Literacy Write an information page about ways in which you can help the environment. Use subheadings Challenge: Write an information page about ways in which people are harming the environment. Use subheadings.	Task 6- Literacy Write a persuasive letter on any chosen topic e.g. The importance of eating healthy / exercising /completing homework.	Task 7- Literacy Create a list of at least 20 homophones e.g. which and witch Challenge: Write a poem using some of the homophones you've found.	Task 8- Literacy Write down at least two synonyms for these words: said and nice e.g. Said- murmured Challenge: Write a paragraph using some of the synonyms you've found.
Task 9- IPC/Literacy Research information about myths and Legends. You may present your work in any way e.g. poster or fact sheet Challenge: What is the difference between a myth and a legend?	Task 10- Science Go on a materials scavenger hunt at home. Classify your materials based on their properties. Challenge: List down any materials that change state.	Task 11- IPC Choose a myth or legend to read. Re -write the myth/ legend in your own words. Illustrate your work if you have time. Challenge: Retell the myth/legend in your own words to a member of your family or friend. Get a parent/carer to sign that you have retold it.	Task 12- IPC Research how Egyptian hieroglyphics or Grecian pottery was used to represent myths and legends. Challenge: Write your name in hieroglyphics or any words of your choice.

Please tick each task you have completed so your teacher can easily see how many you have done.

4 tasks = Bronze

6 Tasks = Silver

8 Tasks = Gold

+2 Challenges = Star award



Books to be handed in on: **Friday and given back on Friday**

Appendix 2 Times Tables Procedures

1 - Learning

- π Children learn their times tables in this order: **2s, 5s, 10s, 3s, 4s, 8s, 6s, 7s, 9s, 11s, 12s**.
- π Children in **Year 1** are expected to be able to count in **2s, 5s** and **10s**, and use **doubles** and corresponding **halves** for the numbers up to 10.
- π Children in **Year 2** are expected to know their multiplication and division facts for their **2s, 5s** and **10s**.
- π Children in **Year 3** are expected to know their multiplication and division facts for their **2s, 5s, 10s, 3s, 4s** and **8s**.
- π Children in **Year 4** are expected to know their multiplication and division facts up to and including the **12x table**.
- π Children in **Year 4** will be given a statutory national test near the end of the academic year for all multiplication and division facts up to **12x12** (from the academic year starting 2018-19).

2 - Testing

- π Children from **Year 2 - Year 5** will be tested **weekly** on their current times table.
- π Children in **Year 2** will need to achieve full marks **three times** to have completed that times table (2s, 5s 10s).
- π Children in **Year 3, 4, 5 & 6** will need to achieve full marks **twice** to have completed that times table.
- π Children in **Year 2** will be given **1 minute** to complete their test.
- π Children in **Year 3** will be given **50 seconds** to complete their test.
- π Children in **Year 4** will be given **40 seconds** to complete their test.
- π Children in **Year 5** will be given **30 seconds** to complete their test.
- π Once a child has completed a particular times table, they will be given a sticker for their Times Tables Progress Chart.
- π Once a child has completed their 12x table, they will be given a 'Challenge Times Table Test', from A-E.

3 - Celebrating Achievement

- π Children who complete their expected times tables **for their current year group**, will be invited to see Mrs Coleman to be tested on their application of their multiplication and division facts, and celebrated - as near to the time of completion as possible.
- π Children in **Year 2** will achieve a '**Silver Award**' sticker if they complete their multiplication and division facts for their **2s, 5s** and **10s** by the end of the academic year (see below).
- π Children in **Year 3** will achieve a '**Gold Award**' sticker if they complete their multiplication and division facts for their **2s, 5s, 10s, 3s, 4s,** and **8s** by the end of the academic year (see below).
- π Children in **Year (3) 4 & 5 (6)** will achieve their '**Completed Times Tables**' sticker, and a '**House Colour Star Badge**' if they complete their multiplication and division facts up to and including their **12x** table by the end of Year 5 (see below).
- π **All children's** Times Tables Progress Charts and Stickers will be kept by the **Teacher** and given out at the start of the times tables test.



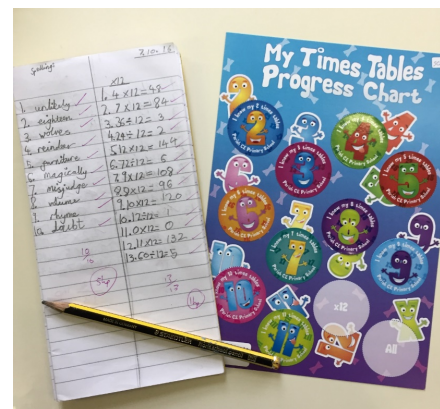
Year 2 Silver Award



Year 3 Gold Award



Year 4 & 5 Completion Award



Appendix 3 Home Learning Awards

Year	Number of tasks needed to achieve award each half term					
	Half Terms with 5 or 6 weeks			Half Terms with 7 or 8 weeks		
	Bronze	Silver	Gold	Bronze	Silver	Gold
Y1	2	3	4	3	4	5
Y2	3	4	5	4	5	6
Y3	4	5	6	5	6	7
Y4	4	5	7	6	7	9
Y5	5	6	7	7	8	9
Y6	5	6	8	7	8	10