

# Christ Church CoE Primary School

## School Policy Document



### Home Learning & Homework POLICY

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<i>Signature of Chair of Governors</i>	
<b>Date of Next Review</b>	Spring 2023

# Christ Church CoE Primary School



## Home Learning & Homework Policy

***This policy was formulated to meet the requirements of the Equality Act 2010.***

The Governing Body recognises its legal responsibilities under the Equality Act 2010. This policy will ensure equality and fairness regardless of race, sex (gender), sexual orientation, religion or belief, gender re-assignment, pregnancy and maternity, marriage and civil partnership, disability or age.

*Learning & Growing Together in FAITH, HOPE & LOVE.*

### Introduction

Home Learning can include anything that children do outside the normal school day that contributes to their learning under guidance from school. Home Learning encompasses a whole variety of activities that support the children's learning. For example, parents and carers who spend time reading stories to their children before bedtime are helping with Home Learning.

### Rationale for Home Learning

Home Learning is an important part of a child's education and can add much to their development and progress.

We recognise that children can benefit greatly from the complementary learning that they do at home and believe that it is one way in which children can acquire the skill of independent learning.

We therefore view Home Learning and homework as examples of the effective partnership between teachers and parents / carers.

While Home Learning & Homework can play a positive role in raising a child's level of attainment, we also acknowledge the **importance of play and free time** in child growth and development. We believe that learning at home should not prevent children from taking part in the activities and / or clubs that play an important part in the lives of our pupils.

### Aims & Objectives

- to enable pupils to make maximum progress
- to promote co-operation between home and school
- to enrich educational experiences and learning opportunities
- to consolidate and reinforce the learning done in school
- to help pupils develop the skills of an independent learner
- to help children develop good work habits for the future

## Types of Home Learning / Homework

The school regards Home Learning as an integral part of the curriculum - it is therefore planned and prepared alongside all other programmes of learning.

Reading is a fundamental skill which we expect parents to support their child with. Younger children are given books to take home and read with their parents/carers. Older children can choose books from school to read at home.

We set a variety of other Home Learning activities appropriate to the age and ability of the child.

All children will be sent home activities to develop core skills including phonics, reading, spelling and mental maths.

In KS1 & KS2 we send home a selection of Literacy, Numeracy and Creative activities each term or half-term. These are linked to their learning for the term. Children can make a choice from these activities to complete during the topic.

There might be times when a class teacher sends home additional Home Learning. For example, to consolidate and reinforce specific learning done in school through practice at home. We might also set Home Learning as a means of helping the children to prepare for statutory tests, as well as to ensure that prior learning has been understood.

Home Learning that has been completed is acknowledged and praised. Children will not necessarily receive written feedback for their Home Learning; feedback is more likely to be given verbally when work is shared.

We encourage children and parents to ask the class teacher for additional help if they are unsure how to complete a piece of Home Learning.

## F2 / Reception

**READING:** This will be the beginning of a long reading journey for your child and we want to develop a love of reading and stories - it is not just about them reading their school books. Keep reading to your child and enjoying books together (at bedtime and other times) in your home language.

Each week we will listen to children read in school and send them home with a school reading scheme book. When books and diaries are sent home, we need you to listen to your child read and sign in the diary so we know the books need changing.

There are lots of benefits to re-reading the same book more than once to gain confidence and fluency. Please share books and record this in their diary as often as possible, but at least three times a week. Reading ribbons are awarded to children who read 5 times in a week at home. Lots of talking about the stories is really important too - there are helpful prompts in the book covers.

Each term we will also send home some high frequency words on a bookmark for your child to practice at home. These are called 'Red Words' and relate to your child's RWI level group.

They are often tricky to learn and may not be able to be sounded out, so your child will need to develop sight recognition of them. These will be checked each week when the child reads with an adult in school. When they can confidently read the words that they were given, they will have the next bookmark put into their reading wallet.

The sounds and words that we learn in phonics each week are also printed and put into reading wallets and put onto the class story on Dojo each week so that they can be made into games at home.

**WRITING:** When children start at school they are sent the RWI letter formation rhymes and their name to practise at home. As children need them, individualised name-writing or fine motor activities are also sent home to support children.

**NUMBER:** When children start school in F2 they are sent a set of number cards to use in games and activities (e.g. ordering and practise with the recognition, ordering and counting). A pack of ideas accompanies this. We expect that families will find time for these activities at least once a week.

During the year, suggested projects relating to our topic learning (e.g. making a junk model, collecting autumnal objects to bring in, making a card) or whole-school learning (e.g. RSPB Get Wild Challenges) are put onto Dojo for families to have a go should they choose to. Children are encouraged to bring these in to show their friends or photos can be shared with the class via Dojo portfolios. This gives children the opportunity to talk about their learning or home cultures too.

## **YEAR 1 & 2**

Each term, a **HOMEWORK SHEET** will be set home and put on Class Dojo. This homework sheet contains optional additional tasks that will help you support your child and their learning. The deadline date of the end of the term and can either be brought into school or sent via Dojo.

**READING:** We recognise that reading is crucial at this stage in your child's learning. We suggest that you read as many times a week as you can, with a minimum of three times a week. Each child has a Reading Record where they can track how many nights of reading they have completed. If your child reads five times a week (or more) they will win a reading ribbon. Parents will be informed which day books will be changed. On this day, your child shall read with an adult in school and will be given the opportunity to change their books. We aim for your child to read at least once in school each week and for them to change their book when it is relevant to each individual.

**SPELLINGS:** Year 2 children will be given weekly spellings that follow their phonics learning within school. They will be sent home on a Monday, and the children will be tested the following Monday when they will receive their next spellings.

**MATHS:** As a school we have bought into an educational maths app call NUMBOTS. This is a fantastic app that can be accessed from home and from school. Your child has a password and username in their reading record. We recommend that your child uses this app twice a week for 15 minutes. This will support them in developing their basic number fluency and place value skills, which is the foundation of their maths learning.

## **YEAR 3 & 4**

At the beginning of each term, Y3/4 parents are sent a copy of the **HOMEWORK ACTIVITIES** for the term. Children should complete homework at their own pace and can return it to school to be shared with their teacher - and celebrated in class - at any point during the term.

In addition to these homework tasks, parents are asked to ensure regular time is spent on consolidating core skills throughout the school year.

**READING:** All children in Y3/4 have the opportunity to change their reading books at least once a week. They are expected to read regularly to an adult at home to increase fluency, understanding and confidence. We would recommend you aim for a minimum of 10 minutes reading every day.

**SPELLING:** Spellings are sent home every week and we encourage parents to ensure that they are practised regularly for approximately 30 minutes per week or until learnt and the child is confident. Children will be tested on their spellings periodically. Even confident spellers benefit from regular, routine practise at home.

**MULTIPLICATION FACTS:** Each Y3/4 child has their own log-in for *Timestables Rockstars*. Each child is expected to practise their times tables regularly using this fun, interactive program. We would recommend that children aim to spend 30 minutes per week practising times tables up to 12x12.

**KNOWLEDGE ORGANISERS:** We would also recommend that children spend at least 10 minutes per week reviewing the Knowledge Mats that are linked to their topic work. This is a really good opportunity to find out what they have been learning in school - and to see what parents can remember about their history, geography and science lessons!

### **Inclusion**

We set homework for all children as a normal part of school life. We try to ensure that all tasks set are appropriate to the ability of the child, and we will adapt tasks set so that all children can get involved.

**We do not punish children who do not complete their Home Learning activities.**

While we encourage parents to help their children complete any work set at home, we recognise that there can be barriers to work being completed at home. Some children may be given support at school to complete their home-work activities.

**Parents & carers have a vital role to play in their child's education.** We ask parents to have a positive attitude to learning at home and to encourage their child to complete the Home Learning tasks that are set. We invite them to help their children when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home and by discussing the work that their child is doing. However, parents should not be completing homework for their child!

## Use of ICT

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work; children are not achieving anything worthwhile by downloading and printing out something written by somebody else.

Class Teachers often signpost parents to useful websites, and might even send out individual passwords to access key apps. For example, we create a login for every child in EYFS/KS1 for *'Teach your Monster to Read'* and have a school account for *'Oxford Owl'* which allows parents to access numicon maths activities / Oxford Reading Tree books / RWI phonics resources and parent support videos.

## **! INTERNET SAFETY !**

**Parents/carers are advised to supervise their child's access to the Internet, especially when using a search engine for images. This is extremely important to keep children safe from inappropriate sites and images online.**

## Monitoring & Review

The headteacher is responsible for co-ordinating and monitoring the implementation of this policy.

It is the responsibility of our Governing body to agree and monitor the school Home Learning Policy. This is done by the Pupils & Curriculum Committee.

**This policy will be reviewed annually**