



Home Learning Policy

Rationale

Studies have shown that children who are supported by their families with home learning (previously known as homework) are more likely to perform better at school. Home learning is any task set by the school for children to do at home without help from the teacher. At Sandal Primary School we focus on reading, spelling and maths for weekly homework.

Aims

1. To develop and promote an effective partnership between school and parents in pursuing the aims of the school.
2. To provide opportunities for parents and the children of the school to work together in partnership in relation to children's learning.
3. To encourage pupils and their parents to share and enjoy learning experiences.
4. To use home learning as a tool to help raise standards of attainment and enjoyment of learning.
5. To consolidate and reinforce skills and understanding, particularly in literacy and maths.
6. To encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
7. To prepare Y6 pupils for the transfer to secondary school.

This policy will ensure consistency of approach through the school and ensure parents are clear about what their child is expected to do.

Content and Time Allocation

Content and time allocation will change and increase in relation to children's age and abilities. Each half term, a year group letter outlines the main theme for each area of learning; home learning arrangements are also made clear.

Reading Y1-6

The ability to read proficiently and confidently is a key factor in children's academic progress and so it is a core element of home learning; it is an expectation that all parents read with and hear their children read at least three times a week – daily is the target. Reading/homework diaries should be signed by parents.

Spelling Y3-6

All children in Y3-6 have been assigned a login to the Spelling Shed site. The site is designed to help pupils to learn spellings in a fun and engaging way. Spelling lists are created based on the rule that has been taught that week as well as the common exception words for that half term.

Learn By Heart– Y2-6

Learn By Heart mental maths facts are given on a fortnightly rolling programme. LBH focus on key knowledge and mental skills that children need to learn and memorise; they support all other maths learning.

Times Table Rock Stars (TTRS) – Y3-6

Having fast recall of times tables is crucial to all maths learning and so all children in Y3-6 have been assigned a login to Times Table Rock Star. Children take the national Times Table Multiplication check in Y4 when they are expected to know all their table to 12x12.

Year 1

Parents/carers will receive a home learning grid for maths and phonics at the start of each half term. They can select activities from the grid to reinforce learning at home. The phonics grid outlines the specific phonics skills children will focus on each week at school. We recommend that parents help their children practice previously taught sounds, tricky words, and sentences. All the activities on the grids will be linked to the learning the children will do in school that half term.

Reception Home Learning

At the beginning of every half term, parents/carers will receive a home learning grid for maths and one for phonics. Parents/carers are able to pick and choose activities to consolidate learning at home. The phonics grid details the specific phonic knowledge the children will learn in school each week, with suggested activities to consolidate learning at home. All the activities on the grids will be linked to the learning the children will do in school that half term.

Reading books are changed once a week. In school, children take part in group reading 3 times a week using the same book. Each session focuses on one area; fluency, prosody and comprehension. We recommended that parents read at least 3 times a week at home with their child, following the same pattern. This enables the children to consolidate their phonic knowledge and build their confidence in reading.

Reception and Nursery

Tapestry is used to record and showcase children's individual learning throughout the school year. Parents are encouraged to upload any 'wow' moments to show what their child has achieved/ done at home. These 'wow' moments are then shared with the rest of the class throughout the week.

Year 6

From Autumn 2, Year 6 children will receive a piece of English and Maths homework each week to consolidate learning that has taken place in school as this supports them with transition to secondary school.

Children with Special Education Needs

Children with special education needs will be set tasks as similar to their peers as possible. However, modification to some tasks for the more able and less able may be necessary. All children will be encouraged to reach their full potential and succeed with the activities sent home. For home learning to contribute to the challenge of raising attainment and reflect personalised learning needs, additional tasks may be set e.g. if your child is part of an intervention group.

The Role of Pupils

1. To do their home learning to the best of their ability.
2. To establish a routine e.g. getting diary signed, writing in diaries (not just for home learning purposes but for key events such as sports fixtures, music lessons, specific visitors).

The Roles of Parents

1. To provide a suitable place for your child to do their home learning – flat surface, good light source and peaceful.
2. For younger children to spend a few minutes each day working with your child.
3. To make it clear to your child that you value home learning and support school in explaining how it can help their learning. Make the home learning time special.
4. Support your child with activities, be interested and take time to talk with your child about his/her learning using the methods introduced in school.
5. Encourage your child and praise them when they have completed their home learning. Be positive about your child's efforts.

The Role of Teachers

1. To set home learning using a routine which is clear to parents and children. For example, LBH given on Monday for a test on Friday.
2. To feedback to children as soon as possible, e.g. through test results or comments on written tasks, verbal, note in the home learning diary.

Support for Children and Parents

Examples are given for children and parents to follow, particularly for any maths home learning. Children are given opportunities to speak to teachers about their home learning during the course of the week.

Workshops for parents are held to support their understanding and ability to help their children e.g. calculations and reading workshops.

Reviewed by:

Approved by:

Date:

Last reviewed on:

Next review due by:

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