

**Archbishop Hutton's V.C.
Primary School
Home Learning
Policy**



For God and sound learning

Archbishop Hutton's V.C. Primary School

Home Learning Policy

Date approved: 11/10/18

Next Review: September 2019

Signed: _____ M. Jackson (Chair of Governors, Mrs. M. Jackson) Date: 11/10/18

Signed: _____ S. Watson (Headteacher, Miss. S. Watson)

Date: 11/10/18

SCHOOL MISSION STATEMENT

**“This school welcomes all, whatever your background,
so that you can achieve your God-given potential”**

Aims

We aim to set clear guidelines so that teachers, parents and children are aware of the expectations of Home Learning and work in partnership to achieve these. In this way we work together to raise standards in attainment. Home Learning is a valuable life skill and develops good learning and working habits for secondary school and future employment.

Definition

We view Home Learning to be a supported or independent task followed up by adult and child discussion which is undertaken at home and reinforces, extends or enriches current learning and strengthens basic skills.

Principles

Home Learning provides opportunities for:

1. Parents and carers to be clear of where their child is in terms of their learning and understand the expectations at school
2. Parents and carers to know both what their children are learning and how they can support this learning at home
3. Parents and children to share and enjoy further opportunities for learning together
4. A consistent whole school approach that is clear to all involved and focuses on developing and consolidating basic skills in reading, writing and maths
5. Children to take responsibility for their own learning and broaden the context of their learning so developing resilience, independence and perseverance

Good Practice

- Staff, parents and governors are involved in developing the policy. This is a process which takes place over time, is constantly updated and reviewed and results in the completion of a written guidance document
- The policy is co-ordinated by the headteacher
- A variety of approaches are used to ensure that parents and children are aware of Home Learning expectations and organisation. These can include workshops, Parent Teacher meetings, booklets, information on the school website
- Individual class organisation and expectations of home learning are made clear to children and parents

- Home Learning is set in a structured, consistent way to help children develop regular patterns - with parental help as needed
- There is a clear system in place for recognising and praising Home Learning and for responding to children who fail to complete tasks at home.
- There is a clear system for monitoring how the policy requirements are being fulfilled
- The policy is reviewed regularly as part of the School Improvement Plan

Provision

Each child will be provided with:

- a pencil
- Home Learning book
- reading record
- zip wallet

Parents will be provided with the following information in the front of their child’s Home Learning book

- No Nonsense Spelling strategies
- GPS terminology
- Strategies to help children practise mental maths skills

In addition parents will be given a separate leaflet with reading prompts

Organisation and Time Guidelines for Home Learning

Regular Home Learning should be a positive and enjoyable experience for all involved. When parents have any concerns or questions, they should contact their child’s teacher.

The following are recommendations of appropriate time allocations for daily home learning activities:

	Daily Guideline	Sent home on	Return to school on
Class 1	10-15 minutes (daily)	Thursday every two weeks	Tuesday every two weeks
Class 2	10-15 minutes (daily)		
Class 3	20-30 minutes (daily)	Thursday every week	Tuesday every week
Class 4	30 minutes (daily)		

Structure of Home Learning

FORTNIGHTLY HOME LEARNING TASKS	
<p>CLASS 1 and CLASS 2</p> <ul style="list-style-type: none"> ✓ reading my book ✓ practising correct letter and number formation ✓ phonics rockets – list of words to be learned at home linked to phonics and age-related spellings, these are tested every week ✓ age related spellings to be practised – these are re-assessed every 4 weeks ✓ maths pick ‘n’ mix - 4 maths games/activities linked to current learning. These might be board games, activities to carry out at home or online games 	<p>Children can earn up to 12 team points every fortnight</p>
WEEKLY HOME LEARNING TASKS	
<p>CLASS 3 and CLASS 4</p> <ul style="list-style-type: none"> ✓ reading my book ✓ age related spellings to be practised – these are re-assessed every 4 weeks ✓ GPS task ✓ maths task 	<p>Children can earn up to 6 team points every week</p>

HALF-TERMLY CROSS-CURRICULAR TASK

Children learn through half-termly cross-curricular themes at school. Teachers will provide children with a list of options to complete one home learning activity as part of each half-term's theme. These activities will be more creative and open ended e.g. design and build a Tudor building; choose a rainforest animal to research and present your research to your class; create a powerpoint about the solar system; collect natural materials such as leaves, sticks to create an autumn collage . These activities will be explained in the half-termly curriculum newsletter parents receive at the start of every half-term when teachers will provide a deadline for completing the child's chosen activity. Children's home learning may be displayed in the classroom, shared with their class through presentation/discussion and/or published on the school website.

Children can earn up to 20 team points each half-term

Home Learning will focus on developing basic skills and will have a consistent format throughout school in order to raise standards in reading, writing and maths. Maths, GPS, spelling and home reading are key priorities for this academic year therefore we are focusing home learning in these areas. Home learning activities will focus on the reading, writing and maths skills that have already been taught.

It is essential that parents work alongside their children supporting them when necessary or following up independent work with suitable questions. By working in this collaborative way parents will be able to observe and understand how their children are progressing.

Reading

Throughout the school, children are asked to either read to a family member every day or independently as they become more fluent and confident. Children need to be reading a range of texts: reading book, magazines, comics, age and content appropriate novels and newspapers. They are provided with a home reading record for parents or carers to complete regularly. Comments need to focus on why they have read well and any difficulties faced. Parents receive a reading prompt leaflet with questions to ask and discuss when reading with their child.

Children in Class 4 have their reading books changed or checked at once a week. Children will choose their own reading book when the class teacher has checked that their reading record has been signed by an appropriate adult at home.

Children in Class 1, Class 2 and Class 3 have their reading books changed twice a week.

Regular reading book changing days are planned and communicated to parents by individual class teachers.

Spelling/phonics

After October half-term, Reception children will bring home their phonics rockets to practise specific sounds and activities to practise correct letter formation.

Year 1 and Year 2 bring home their phonics rockets to practise specific sounds and spellings

All children age related spellings to be practised – these are re-assessed every 4 weeks

GPS (Grammar Punctuation Spelling)

Classes 2, 3 and 4 will be given activities to support their learning of GPS skills. Teachers will mark these activities in the child's Home Learning book.

Maths

After October half-term, Reception children in Class 1 will bring counting and number recognition activities and activities to practise correct number formation.

Classes 2, 3, 4 and 5 will be given activities to support their learning of mental maths skills e.g. number bonds to 10, pairs of numbers that make 100/1000, multiplication tables. Parents will be provided with a range of strategies that will support this aspect of their child's home learning. Children will have a weekly mental maths test every Thursday when teachers assess the mental maths strategy practised at home.

Roles and Responsibilities

Teachers should:

- ensure that Home Learning is consistently set across each year group as appropriate for the attainment of each group of children
- provide an explanation for parents when necessary and give guidance on how parents might assist their child. This can be achieved through a written explanation, at a parent workshop or during a parent meeting.
- ensure there is regular home learning in an easily followed routine
- mark or assess home learning as detailed in this policy
- make sure all children are involved in Home Learning and liaise sensitively with parents or carers as and when necessary if this is not taking place
- celebrate the completion of Home Learning activities and praise children for their efforts using the team point system

Parents should:

- ensure there is a suitable time and place for their child to complete their Home Learning
- be actively involved with supporting and questioning their child about Home Learning activities
- ensure that their child receives appropriate praise at home when completing tasks
- liaise with the class teacher when they have concerns or require additional advice so that their child can successfully complete Home Learning activities

Children should:

- be responsible for bringing home and returning their Home Learning to school
- talk about their learning with parents or carers
- complete their Home Learning at a suitable time and place
- become more independent and responsible for carrying out activities as they move through school

Headteacher and Governing Body should:

- check compliance with this policy
- liaise with parents and children to ascertain whether the policy is appropriate and effective
- discuss, review and monitor the effectiveness of the policy and its impact on learning

Responding to and Ensuring Home Learning is Completed

- All pupils will be rewarded using the school team point currency for returning their home learning on a weekly basis
- All staff will record when pupils bring their home learning back to school
- Support will be offered to pupils and parents in the form of informal parent drop in sessions, parent workshops and information sharing sessions
- The most consistent Home Learner will be chosen every half term by each class teacher to receive an award in the celebration assembly

Equal Opportunities

We recognise that children and their families have differing circumstances therefore we aim to make our Home Learning activities as consistent, manageable and accessible for all pupils.

When a child is experiencing difficulties in completing their Home Learning for a specific reason, teachers may provide additional time outside normal lessons for children to complete activities.

Staff do not usually provide Home Learning for children absent from school unless there are extenuating circumstances such as a long term hospital stay.

Monitoring and Evaluation

In order to ensure that the policy directly contributes to the quality of teaching & learning by raising attainment in reading, writing and maths, the provision of Home Learning will be regularly monitored.

A sample of Reading Records and Home Learning Books will be reviewed half termly as part of the school's self-evaluation process. In addition, the scrutiny of Home Learning samples will form part of the English and Maths Subject Leaders' monitoring. Parents will also be given opportunities to share their views with teachers through written parent review, informal parent feedback, at parent teacher meetings and other occasions as appropriate.

Meetings with Parents include:

- Informal drop-ins after school
- Meet the Teacher
- Parent Teacher Meetings in January and April
- Workshops every half-term

Written Communication with parents includes:

- Letters
- Texts
- Weekly Newsletters
- Half-termly Curriculum Newsletters
- End of year school report