



## **The Ridge Primary School Home Learning Policy**

### **Introduction**

Home learning is important because:

- It supports and extends children's achievement: research has shown that children make most progress when they consolidate and deepen learning at home.
- It helps to inform parents and carers about children's school work and provides the opportunity to support this work.
- It is a valuable life skill and develops good work habits for secondary school and future employment.
- It provides an opportunity for focussed quality time for adults and children.

### **Policy Aims**

- To ensure a consistent approach to home learning throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for home learning.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to home learning.

### **Role of the School**

- To provide parents with a clear policy regarding home learning.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about home learning.

### **Role of Teachers**

- To plan and set a programme of home learning that is appropriate to the needs of the child.
- To ensure all children understand the home learning they have been given, which usually will be to consolidate learning in school but may be to extend learning further.
- To give appropriate feedback about home learning.
- To be available to talk to parents and children about home learning.
- To inform parents if there are issues regarding their child's home learning.

## **Role of Parents**

There are many things that parents and carers can do to support their child's learning. These include making time to talk away from electronic devices, joining sports or other clubs, visiting places of interest, playing games together or going to the local library. All of these activities are valuable to help children's language development (whatever their age) but also help them to develop socially. Activities and tasks set by teachers complement these wider opportunities and the following guidance gives a framework which should be extended and developed, influenced by the interests of the individual pupil. Children should be encouraged to see home learning as a 'spring board' to their growing independence as learners and provide opportunity for them to take some responsibility for their own learning.

In addition, the role of parents is

- To support the child in completing home learning, but not do the task for children.
- To ensure the child completes home learning to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the home learning.
- To provide the appropriate resources for the child to complete the home learning task.
- To support the mathematical methods taught in school.
- To contact the class teacher should a problem arise with the completion of the home learning task.

## **Role of Pupils**

- To ensure they have everything they need to complete home learning each week.
- To make sure they understand the tasks that have been set and to speak to an adult if they don't understand.
- To put in the same level of effort and presentation as would be expected of class work.
- To hand the home learning tasks in on time.
- To take on board any feedback about home learning.

## **Year Group Expectations**

Progression and expectations of home learning develops as a child progresses through the school. It is recommended that time should be given daily for pupils to focus on some tasks such as reading and learning number bonds or multiplication and division facts. These can be built into daily routines at home, for example, sharing a book as part of a bedtime routine. Some home learning such as project tasks for class topics may require more time due to the extended and engaging nature of them.

## **Reading**

To support children's reading, each child is expected to read a minimum of 3 times a week and that parents/carers sign to record this in the reading record. Staff will direct the focus of the reading and encourage the appropriate balance of reading materials. For younger children, this will be shared reading but for older independent readers, this may be a discussion with an adult about what the child has read. For each week that children are successful in doing this, they will receive a raffle ticket and entered into the half termly draw to win a book.

## **Spelling**

To enable them to spell the appropriate words for the relevant year group, as identified in the National Curriculum spelling lists, from Year 1 onwards children will begin to learn words from the 'Spelling Olympics'. The children all begin on the 'bronze' spellings for their year group and will progress through to the 'silver', 'gold' and 'platinum' spellings on completion of the previous stage. Spellings are not 'tested' weekly but children are assessed in their independent application of the spellings in their writing and also through specific dictation activities.

## **Maths**

Regular rehearsal of core maths skills is required to ensure children can fluently recall number bonds in Key Stage 1 and multiplication, with the corresponding division facts, from Year 2 onwards. Rehearsal should include chanting number facts aloud and writing number trio facts, which enables children to see the links between numbers and operations. Clear expectations have been set for each year group to ensure the statutory targets outlined in the National Curriculum are met.

In addition, the school has purchased a Doodle Maths App account for all pupils. Each child is expected to complete Doodle Maths activities for a few minutes each day. Both teachers and parents are able to monitor these accounts to check that this is happening and track progress, which is represented by calculating a pupil's 'Maths Age'.

Opportunities for home learning are usually provided as follows:

### **Reception**

#### Daily Practice

- Reading from class 'banded' books - books are changed each week when the reading record has been signed.
- Key words for reading and or spelling
- Number Bond Trios (Summer term)
- Doodle Maths

In addition other home learning topics and skill related activities are shared with parents through various newsletters, emails and texts.

## **Key Stage 1**

A Key Stage 1 Home Learning Pack is sent home at the beginning of the year to support home learning.

### **Year 1**

#### Daily Practice

- Reading from class 'banded' books - books are changed each week when the reading record has been signed.
- Key words for reading
- Spellings from the 'Spelling Olympic' chart
- Number Bond Trios
- Doodle Maths

#### In addition - as set by teacher

- Theme topic task

### **Year 2**

#### Daily Practice

- Reading from class 'banded' books - books are changed each week when the reading record has been signed.
- Spellings from the 'Spelling Olympic' chart
- Multiplication and Division Trios
- Doodle Maths

#### In addition

- Theme topic task

## **Key Stage 2**

#### Daily Practice

- Reading from the class library, public library or home books. Children have the option to change their books once they have been completed. (By Key Stage 2 many children will no longer wish to read to an adult. Therefore children can record any books they have read, or are reading, in their reading record themselves. However, this must then be signed by a parent to ensure weekly reading expectations are being met.
- Spellings from the 'Spelling Olympic' chart
- Multiplication and Division Trios

- Doodle Maths

In addition

- Theme topic task (this may be an extended task)

Expectation of the amount of time spent completing home learning tasks will increase as children progress through the school. Research shows that a reasonable amount of time to spend on home learning tasks each week is as follows:

- Key Stage 1 - 20 minutes for daily practice plus additional time for other tasks
- Key Stage 2 - 30 minutes for daily practice plus additional time for other tasks

### **Additional Home Learning**

Sometimes children may receive extra support in school to help them with their learning. This can result in being given extra tasks to complete at home, for example, additional reading or ensuring progress is made in maths by completing a 'Multiplication and Division Trios' book daily. It might also include additional English or maths work as part an individual education plan. Where necessary, the adult leading the interventions will contact parents to talk through the expectations for completing these tasks. Higher achieving pupils will sometimes be given an additional task to complete at home, which helps them to master the curriculum in even greater depth.

Unless there are exceptional circumstances, home learning activities will not be set for children who take leave of absence from school.

### **Partnership with Parents and Carers**

Parents are advised of the broad practice regarding home learning, within termly curriculum newsletters.

Any task sheets provided are self-explanatory or the contents will have been modelled in class beforehand.

Accompanying sheets provide a space for parent response and signature, where appropriate.

### **Feedback on Home Learning**

Completed home learning is seen and acknowledged by the class teacher as appropriate. Marking and feedback may also take the form of self or peer assessment following the school's Marking and Feedback Policy.

### **Non-Completion of Home Learning Tasks**

Should a child not be able to complete their home learning tasks, their class teacher must be notified as soon as possible by parents or carers. Children who simply forget to complete their home learning tasks are required to complete the task during their break or dinner time and a text is sent to their parents/carers.

### **Development, Monitoring and Review of the Home Learning Policy**

This Home Learning Policy has been developed in consultation with the whole school community through:

- Staff meetings
- School Council meetings
- Parents, governors, staff working party
- Parents questionnaire on website

The school will monitor the impact of the policy consultation with staff, parents, governors and pupils.

### **Monitoring and Review**

The Governors will review the policy as determined by the programme agreed and detailed in the policy review cycle.

Signed \_\_\_\_\_ (Chair of Governors)