



Home Learning Policy

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Signed:

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Chair of Staffing & Curriculum

Introduction

At St Peter's we believe that 'home learning' supports children's learning and provides opportunities to further develop the partnership between home and school. It enables children to become independent and responsible learners.

The Aims of this Policy

- Ensure that parents and teaching staff are aware of the expectations regarding home learning
- Ensure consistency of approach throughout the school
- To promote home learning as a tool to help raise standards of attainment
- Improve the quality of the learning experiences offered to pupils and to extend it beyond the classroom environment
- Promote partnership between parents, children and school
- Encourage pupils and their parents to share and enjoy learning experiences.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently
- To prepare Year 6 pupils for the transfer to secondary school and the home learning demands they will encounter

The Nature of Home Learning

- Home learning can be set in many different forms with a range of expectations and outcomes across the school
- During the year, home learning will involve an element of pupil choice and include creative, hands-on or technical aspects as well as traditional maths and literacy based tasks
- The amount and frequency of home learning will be age appropriate
- Home learning should be set regularly from the Foundation Stage to Year 6

Structure of Home Learning at St. Peters

Home learning should be a positive and enjoyable experience. Should parents have any concerns, they should contact their child's class teacher who will be happy to discuss any issues.

<u>Year group</u>	<u>Type of activity</u>	<u>Suggested total time per week</u>
R	- Daily reading / Phonics - Numeral recognition/ high frequency word activities daily	In accordance with individual needs
1	- Daily reading - Weekly maths - Home learning grid: 2 activities per term	15 minutes 15 minutes As needed
2	- Daily reading/times tables - Weekly Maths - Home learning grid: 2 activities per term	20/10 minutes 20 minutes As needed

3	-Daily reading/times tables -Weekly Maths -Home learning grid: 2 activities per term	20/10 minutes 20-30minutes As needed
4	-Daily reading/times tables -Weekly Maths -Home learning grid: 2 activities per term	20/10 minutes 20-30minutes As needed
5	- Daily reading / times tables - Weekly Maths - Weekly spellings - Home learning grid: 2 activities per term	30 / 10 minutes 30-45 minutes As needed As needed
6	- Daily reading / times tables - Weekly Maths - Weekly spellings - Home learning grid: 2 activities per term	30 / 10 minutes 30-45 minutes As needed As needed

From Reception to Year 6, the children are expected to share books and/or read every day, with weekly school staff acknowledgement in reading diaries. In Years 4-6, we expect the children to continue to read regularly as independent readers with a focus on comprehension skills. Reading at home remains an important aspect of learning and is actively encouraged. Even the best readers need to spend some time reading aloud to improve expression, intonation and to deepen understanding of punctuation.

Parents need to initial the reading diaries to verify that their child has read. This translates to moving up the Reading Rocket (KS1) and Shooting Star (KS2) in class. When the children reach the top, they are rewarded with a Mad Hatter's Tea Party (KS1) or a Chocolate Tea Party (KS2). If a child reads five times a week, they will qualify for a party every six weeks.

A lunchtime home learning club will also be provided to help pupils who may find it difficult to access support or resources at home, or those that do not have time to complete work.

Role of the Class Teacher

- To ensure that tasks are fully explained and differentiated to suit all abilities
- To ensure that home learning is set consistently in accordance with this policy
- To ensure home learning is purposeful and links to the curriculum
- To reward and praise children who regularly complete home learning tasks. If home learning is persistently not handed in, parents will be contacted to discuss the issue and agree an appropriate way forward
- English and maths pieces will be marked in line with our approach to internal day-to-day marking (success and tips for future learning)
- Topic home learning will also be subject to an appropriate written comment while other home learning tasks will be acknowledged and celebrated
- To provide opportunities to share and celebrate work where appropriate
- To ensure that the arrangements for setting and returning home learning are explained in the class newsletter and welcome evening at the beginning of each year

Role of Parents/Carers

- To support the school by ensuring that their child attempts the home learning
- To provide a suitable place for their child to carry out their home learning
- To encourage and praise their child when they have completed their home learning

- Provide the support necessary to complete the task e.g. listening to reading, supervising research, whilst encouraging independent learning
- Assist the children with the organisational skills required to ensure that home learning is brought home and returned to school on time

Role of the Children

- To complete and return home learning on time
- To undertake home learning when a parent / carer asks
- To accept responsibility for the completion of their home learning
- To use the appropriate writing media - a sharp pencil, a handwriting pen, or computer where appropriate (not a felt tip, biro, gel pen, etc)
- To be responsible for handing in home learning to the class teacher

Authorised Absences

Home learning will not be set during any authorised absences. If children are away from school during term time, their class teacher will not set any 'home learning'. However, parents could help their children with reading, practise multiplication tables, etc.