



## ***Bollin Primary School***

# **Home Learning Policy**

<b>Policy written:</b>	September 2017
<b>Next review due in 1 year:</b>	September 2018

## **1. Aim**

The aim of this policy is to ensure an approach to home learning that is consistent throughout the school and to make home learning manageable for all concerned. It is our practice that the issue of home learning is taken seriously by staff, pupils and parents. As the primary educators of their children, parents are encouraged to support and reinforce the shared expectations of school. Learning is a shared responsibility between children, parents and staff.

In primary school the purpose of home learning changes as children get older. For younger children developing a partnership with parents or carers, and involving them actively in children's learning, is the key purpose. As children get older, home learning provides an opportunity for children to develop the skills of independent learning.

## **2. Why is Home Learning Important?**

Home learning is valuable in that it provides the opportunity to:

- Enhance pupils' learning skills by training them to plan and organise their time, develop good working habits and self-discipline and to encourage own and responsibility for their own learning.
- Allow for practice and consolidation of work done in class and to allow for the preparation of future class work.
- Provide an enjoyable and purposeful supplement to class work.
- Extend school learning, for example, through additional reading.
- Consolidate and reinforce skills and understanding, particularly in English and Mathematics.
- Seek access to resources not available in school, to develop study skills using libraries and other learning resources and to provide opportunities for individualised work.
- Provide information for parents, enlist their co-operation and support and create channels for home – school dialogue.
- Encourage pupils, as they get older, to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary school.

## **3. Roles**

### **a) What is the 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.
- To provide opportunities for children to enhance their learning in a productive and manageable way.

### **b) What is the role of the teacher?**

- 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.
- To give feedback about home learning, within a week.
- To be available to talk to parents and children about home learning.
- To inform parents if there is a problem regarding home learning.

### **c) What is the role of the parent?**

- To support the child in completing home learning.
- 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 necessary resources for the child to complete the home learning.

### **d) What is the role of the child?**

- To ensure they have everything they need to complete home learning each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected for class work.
- To hand the home learning in on time.
- To take on board any feedback about home learning.

## **Home Learning**

### **a) Reading**

We encourage children to read for at least 15 minutes daily and that reading for pleasure is valued at all times and is not just confined to the total time spent completing homework. This would include fostering early reading skills, where appropriate. We want to promote a love of reading in every child. We encourage parents and carers to discuss their children's books and ask questions about them to ensure that there is understanding of their book as well as accurate reading.

### **b) Number Bonds / Times Tables**

The quick recall of number bonds, multiplication and division facts (times tables) is essential for all children. The ability to recall these facts quickly enables children to apply their knowledge in other areas of the maths curriculum. Therefore we are asking children to spend 5/10 minutes EVERY day learning these facts as little and often is the best approach to retaining these facts.

### **c) Spellings**

At Bollin we aim is to develop children's ability and confidence to spell and to apply their spelling knowledge within their independent writing. It is essential that children are actively involved in the process of learning to spell using a variety of multi-sensory approaches. Again, children are encouraged to practice their spellings at home little and often (5/10 minutes a day).

#### d) Home Learning Challenges

Home Learning will also take place in the form of 'Learning Challenges' with a number of different learning challenges to be completed throughout the half term. Teachers will provide children and parents with a Home Learning Challenges during the first week of the half term that will be displayed in the child's homework book.

The Home Learning Challenge sheet will contain a learning challenge per week however, there is no set order the children must complete the challenges in. This provides the children with choice, allowing them to take ownership for their learning and develop their independence skills.

The challenges set will cover a number of different subject areas across the curriculum and will consist of a variety of different formats including practical activities, research activities, written activities and discussion activities to name a few. In some cases these challenges will be used to consolidate learning in class and in other cases will be used as a pre-learning activity in preparation for the next topic.

Children are expected to return their Home Learning book back to school each to week, to hand in to their teacher to show the challenge they have completed that week.

Mathematics and English tasks for the half term will also be displayed on the Home Learning Challenges. These will form part of the learning challenges.

In Years 4, 5 and 6, Mathematics and English tasks will be set in addition to the Home Learning Challenges.

#### **Inclusion**

The Bollin Primary School is committed to providing an appropriate and high quality inclusive education to all children attending our school. We believe that all children, including those with learning differences. We fully recognise our responsibilities for supporting vulnerable children and recognise that homework set for children should be appropriate to their needs. At times children may be set learning challenges relevant to their targets on the Personal Provision Plans in order to support their learning differences.

**Appendix 1** – Home learning Timetables

**Appendix 2** – Frequently asked Questions

## APPENDIX 1

### Home Learning in Reception

Learning together is the emphasis for children in Reception. The activities set will consist of a variety of different experimental challenges as well as work focused on phonic sounds. It is an ideal time to lay the foundations for continuing work at home.

#### **What type of work will my child get?**

Starting in the Autumn term each child will bring home a '**Sound Book**' every day containing a new daily letter sound to practise. From the very start of the term one letter sound will be taught each day and the children will be expected to practise saying the sounds and doing the corresponding actions at home **every** day.

From after October half term children will receive a number of different experiential challenges to encourage children to be working outside. These challenges will be in a number of different formats for example completing a task together e.g. baking a cake or taking part in a activity to discover new things e.g. going for a walk and seeing the first signs of Autumn.

#### **How much time should be spent on Home Learning in Reception?**

<b>Reception</b>	Approx 15 minutes per day (depending upon the child's level of concentration) on phonic sounds.  Approx 30 minutes a week (after half term) on experiential challenges.
------------------	---

**Home Learning in Years 1 and 2**

For children in the Infants we encourage parents to work together with their child to support them with their home learning.

**What type of home learning will my child get?**

**Reading.**

Reading on a regular basis is vital when children are in year one and two. Children will bring their reading books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child.

**Spellings**

Children will have daily phonics lessons throughout Key Stage 1 which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children will bring home some words / spelling patterns each week for them to read, write and learn in preparation for a weekly spelling test. Parents can help children to learn these by practising them regularly and often. Children will often receive the same words again in order to practise them further.

**Home Learning Challenges**

Children will be set a variety of different of learning challenges covering a wide range of subjects including Mathematics and English challenges. One of these challenges should be completed each week but the children can choose the order in which they complete the challenges. The challenges may be research based, practical activities or a written piece of work covering a variety of different curriculum areas. The Mathematics activities set may not also be written tasks, sometimes they will be activities or games to play and complete with parents. These activities support the development of important skills that children should have in place **by the time they leave Year 2**. The Home Learning Challenges sent home each half term will include different Mathematics activities you can do in line with the focus of Mathematics in class during the half term.

The important skills that children should have in place by the end of Year 2 are:

- Children should be confident in their 2, 3, 5 and 10 times tables. They should be able to say them in order and mixed up.
- Children should be able to double each number up to 20.
- Children should be able to halve each even number up to 20.
- Children should know their number bonds of all numbers up to 20. This means they should know how to make each number, for example 5 can be made by 0+5, 1+4, 2+3, 3+2, 4+1, 5+0
- Children should be able to tell the time when it is o'clock, half past, quarter to and quarter past on digital and analogue clocks.
- Children should be confident when using money. They should know the names of the coins and they should have experience of adding, taking away and finding change.

**How much time should be spent on home learning?**

<b>Years 1 and 2</b>	15 minutes reading daily 5 minutes spelling daily 5 minutes number bonds / tables daily 1 Home Learning Challenge each week. (up to 30 minutes)
--------------------------	--

**Home Learning in Years 3 - 6**

As children get older, home learning provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children but good habits of independent study should be encouraged. The main focus for home learning in the Juniors continues to be English and Maths, however children will be given more varied tasks in other areas of the curriculum through the use of the learning challenges on the Home Learning Challenges.

**What type of home learning will my child get?**

**Reading.**

Children in the Juniors are encouraged to read for pleasure and enjoyment and develop a love for reading. Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction and newspapers / comics and information leaflets etc. Parents are encouraged to ask questions, based on the text, to ensure children's literal and deeper understanding of the text. Children in the Juniors are responsible for filling in their reading record every day and making sure it is in school.

**Spellings**

Children will have daily spelling lessons throughout Key Stage 2 which will also include learning the different spelling patterns and rules in addition to exploring the 'exception words' and focusing on the statutory words for the Key Stage. Children will also be taught the history behind certain words, the families they are part of in order to help them build a good vocabulary. Spelling can be taught in different formats and for some children practical based activities will be used to help with learning different sounds and spellings. It is vital that children build up a bank of words which they can read and spell on sight. Children will bring home some words / spelling patterns each week for them to read, write and learn in preparation for a weekly spelling test. Parents can help children to learn these by practising them regularly and often. Children will often receive the same words again in order to practise them further.

**Times Tables/ Arithmetic**

By the end of year 4, all children should confidently know their times tables (both multiplication and division facts). Children are expected to practise their tables regularly, throughout the juniors. In Upper Key Stage 2 children will receive an arithmetic task to complete alongside their Learning Log Challenges.

**Home Learning Challenges**

Children will be set a variety of different of learning challenges covering a wide range of subjects including Mathematics and English challenges. One of these challenges should be completed each week but the children can choose the order in which they complete the challenges. The challenges may be research based, practical activities or a written piece of work covering a variety of different curriculum areas. The Mathematics activities set may not also be written tasks, sometimes they will be activities or games to play and complete with parents. These activities could be based on a pre-learning activity prior to a topic or consolidating what they have been doing in class.

**How much time should be spent on home learning?**

Year 3	Reading - 15 minutes daily Spellings – 5/10 minutes daily Times tables – 5/10 minutes daily 1 x 30 minute Home Learning Challenge.
Year 4, 5 and 6	Reading - 15 minutes daily Spellings – 5/10 minutes daily Times tables – 5/10 minutes daily 1 x 30 minute Home Learning Challenge 1 x 20 minute Maths Arithmetic Task 1 x 20 minute Spelling / Punctuation / Grammar Task

**Frequently Asked Questions?**

**How can parents find out more information about home learning?**

Each year group will inform the parents about home learning in the parents meetings held at the beginning of the year. Teachers will have different systems for handing in home learning and they will tell parents and children about this at the beginning of the year. Home Learning Challenges will be sent home at the beginning of each half term and this will explain the challenges for each week. If parents need advice on how to support their children with home learning then they can talk to the class teacher.

**What about children who don't complete home learning?**

The expectation is that children will complete home learning. Teachers will keep records of children completing home learning and these records will be checked on a regular basis. If there are any problems with children not completing home learning then the teacher will speak to parents to find out why. There may be occasions when a child will miss playtime or some of a lunch time if they have not completed home learning.

**What if a child says they have received no home learning?**

If there is any reason why a child will not receive home learning then the teacher will inform parents in a letter. If parents have not received a letter then they should check with the child's teacher. There may be occasions if the teacher is away that the home learning is not set but we will try to avoid that happening. Home Learning Challenges sent home at the beginning of the half term however, will show parents the different challenges in advance and there is an expectation that children are reading, practising times tables and spellings weekly.

**How will the home learning be marked?**

Teachers will mark children's home learning in a variety of ways. Generally the task will be initialled by the teacher to show they have marked it. Sometimes the task will be 'quality marked'. This is when a piece of task is marked in detail and comments about future progress are added to the task. On other occasions the task may be marked orally with the child or the class and there will not be evidence from the teacher in the child's book. In addition, some tasks may be self or peer marked. Teachers generally will not mark a task that is handed in late.

**Will home learning be set when a child misses school for a holiday?**

If a child is absent from school, teachers will not set extra home learning. If parents wish their child to complete some work whilst on holiday, they will be encouraged to practise spellings, times tables / number bonds and read regularly. If parents request additional written tasks, they will be encouraged to ask their child to complete a project about their holiday destination to present to the class / teacher on their return to school.