

Gorringe Park Primary School



Believe, Achieve, Succeed

Our vision is

Our School **inspires** our children **to achieve** in a safe, fun environment so that they can take their next steps in life **with confidence**.

Home Learning Policy

Policy Review

Date Agreed: October 2024

Next Review Date: February 2027

What are the aims of this policy?

- 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.

What is the purpose of home learning?

- To consolidate, reinforce and extend skills and understanding, particularly in Literacy and Numeracy.
- To provide opportunities for parents and children to work together.
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.

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 support for children with the running of a home learning club.

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

What is the role of the carer?

- 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 appropriate resources for the child to complete the home learning.

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 of class work.
- To hand the home learning in on time.
- To take on board any feedback about home learning.

Home learning in the Early Years Foundation Stage

Learning together is the emphasis for children in the Early Years. The activities are Literacy based with a strong emphasis on reading together. It is an ideal time to lay the foundations for continuing work at home.

Reading

Parents will be informed of the theme that the children are learning in school each half term. In Nursery, children will bring home a book from the class library once a week. In Reception, Children will bring home a Sounds Write book each week as well as a book of their choice from the class library.

Starting in the Autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways:-

Adults reading to children.

Parents are encouraged to read to their children, so they can get used to print and stories. Parents should encourage children to point to words as they are being read. Discussion about the pictures and stories are also important.

Children reading to an adult.

When they are ready to, children will start bringing books home to read to an adult. Again, encouraging your child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

Would it be appropriate to include singing nursery rhymes at home?

Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight.

Home learning in Key Stage 1

For children in Key Stage One, we encourage parents to work together with their child to support them with their home learning. The emphasis remains on Literacy and reading, but we include ways in which children can be supported with important numeracy skills.

Reading

Reading on a regular basis is vital when children are in year one and two. Children will bring two reading books home every evening, a Sounds Write book and a book of choice from the class library. 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 i.e, using their phonics knowledge to sound words out, 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 night when they read with their child.

Spelling

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 each week for them to learn to spell. Parents can help children to learn these, by practising them daily. Children will often receive the same words again in order to practise them further.

Home Learning Journals

These are given to pupils from Years R to Year 6. With a choice of activities to complete at home, with an additional English or Maths activity set on Education City. Pupils are expected to read, practice their tables and spellings (year group specific) each night.

Home learning in Key Stage 2

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.

Reading

Children may read to an adult, with an adult or read to themselves, in the presence of an adult. They will bring home 2 books – one from our reading scheme and one book of choice from the class library. They will have to opportunity to change these twice per week. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the text, which sometimes will go beyond the literal meaning. 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. Parents should continue to complete their child's reading record daily to show that they have read to an adult or had a discussion about the book

Spelling

Children will continue to consolidate their phonics knowledge and knowledge of spelling patterns. Children will bring home some words each week for them to learn to spell. Parents can help children to learn these, by practising them daily. Children will often receive the same words again in order to practise them further.

Frequently asked questions

How much time should be spent on home learning?

Reception	• Approx. 10 minutes per day (depending upon the child's level) reading. • Support to complete their learning together task.
Year 1/2	• 10-15 minutes reading daily reading

	• Support to complete their home learning from their home learning journal. • 5 minutes daily spelling • 5-10 minutes daily times tables practice
Year 3 and 4	• 15 minutes daily reading • Support to complete their home learning from their home learning journal. • 5 minutes daily spelling • 10-15 minutes daily times tables practice
Year 5 and 6	• 20 – 30 minutes reading daily • Support to complete their home learning from their home learning journal. • 5 minutes daily spelling • 15 minutes daily times tables practice

How can parents find out more information about home learning?

- All home learning will be set on **Friday**, and due back on **Tuesday**.
- If parents need advice on how to support their children with home learning then they can speak to the child's class teacher.

Why will children sometimes be given extra home learning?

- Children who take part in specialised lessons such as Booster Classes may sometimes be set extra home learning to reinforce the work being done.
- Additionally, children who work in a one to one situation with teaching assistants, will sometimes be given extra home learning. However, this is monitored by the class teacher.
- In both cases, children should complete this work alongside their normal home learning unless the child or the parents have been told otherwise.

What will happen if children don't complete their home learning?

- The expectation is that children will complete their home learning.
- If for any reason children are unable to complete their home learning, parents/ carers should provide the class teacher with a note or contact the class teacher explaining why the home learning has not been completed.
- Teachers will keep records of children completing home learning and these records will be checked on a regular basis. A comment will also be made on children's termly report.

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

- If there is any reason why a child has not received home learning, their teacher will inform parents.
- If parents have not received a letter, then they should check with the child's teacher.

How will the home learning be marked?

- Teachers will mark children's home learning in a variety of ways.
- Generally, the work will be ticked by the class teacher to show they have marked it.

- Sometimes the work will be marked in detail and comments about future progress are added to the work.
- On other occasions the work may be marked verbally with the child or the class, and 'VF' will be written on the child's work.
- Teachers generally will not mark home learning that is handed in late.