

SHERINGDALE PRIMARY SCHOOL

Home Learning Policy



1. Our Aims:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use home learning as a tool to help to continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for the individual pupil.
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- 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.

2. The Nature of Home learning

It should be noted that home learning can be set in many different forms with many different expectations and outcomes. It is important to remember that when setting home learning there are a number of points to consider:-

1. The nature and type of home learning changes throughout a pupils school career.
2. Amount and frequency of home learning should increase as a pupil gets older.
3. Home learning should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Home learning should be set regularly from the Foundation Stage to Year 6.

3. Recommended Time Allocation

Home learning should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school.

Here are the schools guidelines on how long weekly home learning should take:

Reception – none specified as this will vary greatly per child

Y1 and Y2 – 10-15 mins

Y3 and Y4 – 1 hour weekly

Y5 and Y6 – 1.5 hours weekly

4. Home learning tasks

Early Years/KS1				
Reception	<p><u>Monday</u></p> <ul style="list-style-type: none"> • High frequency words – new words given out weekly if the child is able to recognise the previous week’s words. • Reading book – book band • Story to share with their parents <p><u>Friday</u></p> <ul style="list-style-type: none"> • Phonics home learning (either book or worksheet) • You can help at home sheet. This will be linked to what they have learnt at school in the week. <p><i>(It is important to read with your child as often as possible)</i></p>			
Y1	<ul style="list-style-type: none"> • Reading – books changed on Tuesday and Thursday • Phonics home learning <p><i>(Children should ideally be reading 10-15 minutes a day)</i></p>			
Y2	<ul style="list-style-type: none"> • Spellings • Task <p>(Maths/Topic/ Science)</p> <p><i>(Children should ideally be reading 10-15 minutes a day)</i></p>	Friday	Wednesday	
<p>Ideas for maths and literacy activities can be found on the school website and using the Purple Mash computing platform both in school and at home.</p>				
KS2				
Year Group	Tasks	Set	Handed in	Time spent on task
Y3	<ul style="list-style-type: none"> • Reading * • Spelling • Learning of multiplication tables • <u>Activity:</u> Literacy/ Maths/Topic 	Friday	Wednesday	1 hour
Y4	<ul style="list-style-type: none"> • Reading * • Spelling • Learning of multiplication tables • <u>Activity:</u> Literacy/ Maths/Topic 	Friday	Wednesday	1 hour
Y5	<ul style="list-style-type: none"> • Reading * • Spelling 	Friday	Wednesday	1.5 hours

	<ul style="list-style-type: none"> English/Topic task Learning of multiplication tables and division facts. Maths activity 			
Y6	<ul style="list-style-type: none"> Reading * Spelling Learning of multiplication tables and division facts. <p><u>Activity:</u></p> <ul style="list-style-type: none"> Maths and Literacy or Science and Topic (alternate weeks) Open-ended extension task provided to challenge and enrich learning. (linked to activity) 	Friday	Wednesday	1.5 hours

Additional information for KS2 Home learning

*In KS2 **reading** continues to play a very important part of the children's home learning. Every child in the school has a reading record where parents, children, teachers and any other adult who reads with the child may make notes about the child's reading.

In KS2 a teacher/ teaching assistant will check and sign or make a comment in your child's reading record once a week. This will happen after their group reading session. Please could parents/carers listen to your child read aloud at least once a week and write any comments about their reading in the reading record. Once your child is a fluent reader the emphasis should be on talking about the book with your child. Guidance to support parents with reading at home can be found at the front of the children's' reading records. In Upper KS2 we would also like to see your child making a comment about the book they are reading at home every week. This record needs to be at school every day.

** **Spelling home learning** will be linked to patterns and rules learnt at school. In KS2 there will be a weekly assessment of the children's spellings at school. This will be completed in the back of their books so that parents can be kept up to date.

In KS2 home learning will be sent home on a Friday and is due in on a Wednesday, This gives the children or family the choice of whether to complete it over the weekend or on the Monday and Tuesday after school. This also gives the teachers an opportunity to mark and set new home learning for the following week.

5. Role of the Class Teacher

- To provide an explanation of home learning tasks to parents when necessary and give guidance of how they might assist their child. Home learning will be

discussed in each year group's initial parents' meetings and further information will be given out on weekly home learning sheets.

- To set up regular home learning in an easily followed routine.
- To ensure that home learning is set consistently across classes.
- To set home learning that takes equal opportunities into account.
- To ensure any home learning is purposeful and links directly to the taught curriculum.
- To reward and praise children who regularly complete home learning tasks.
- To mark home learning and give feedback to pupils.

6. Role of the Head teacher and Governors

- To check compliance of the policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

7. 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.
- To become actively involved and support their child with home learning activities.
- To make it clear that they value home learning and they support the school by explaining how it can help learning.

At Sheringdale Primary School we are very keen for parents to support and help their children with home learning. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. It is not possible to give home learning when parents take holidays in term time.

Parents/Carers who have queries about home learning should not hesitate to make an appointment to see their child's class teacher or target group teacher.

Equal Opportunities:

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Policy adopted by Governors	February 2013
Reviewed	Spring 2019
Next review	Spring 2022
Signed by Head Teacher	
Signed by Chair of Governors	