



## Home Learning Policy

Policy in place: July 2013

Policy updated: July 14, July 15, Nov 16, July 18, Jan 19, Sept 19, Sept 2021

Review date: Sept 2024

### Philosophy and Rationale

We believe that children learn best when parents/carers, the school and children work together in partnership. Providing opportunities for extending learning out of school supports the ethos of our curriculum at Endon Hall Primary & Nursery School, providing valuable opportunities to reinforce, practise and link learning more widely across school and home life. Furthermore, it can also take advantage of the resource of home as a valuable source of learning.

### Aims of the policy:

We aim to:

- Support children's learning, by reinforcing and applying skills learned in class
- Encourage independent and self-motivated learning and research skills
- Encourage children to develop personal organisation skills
- Take account of the needs of the individual child
- Support parents/carers in engaging with their child's learning
- Make homework manageable, meaningful and enjoyable for parents/carers, teachers and children
- Be consistent in our approach; both regarding the content and the expectations for completion and marking

### Our approach and expectations:

Home learning:

- Will focus on the core skills of English & Maths or be an extension of the wider curriculum learning in class.
- Is differentiated as far as reasonably possible to meet the needs of children as closely as is practical.
- Home learning will be uploaded to Google Classroom on a Friday and is expected to be completed and uploaded by the following Wednesday. Reception will receive their home learning in the form of challenge cards, these will be sent home on a Friday.
- Will be completed in a home learning book, which will be given to children at the start of the year. This will remain at home and an image of the homework will be uploaded to Google Classroom. Reception parents/carers will upload photos of their child completing their home learning challenges onto Tapestry.
- Will be reviewed online by staff. Feedback and/or marking of work will also be in place. Feedback on core subject work will be prioritised over other subject's/project work. Once a comment has been added by the teacher to a piece of work that has been completed and returned, the work does not need to be returned again – children should just have a go at any suggestions the teacher has made to improve their work. Comments are not to be sent back and to.
- Should take a minimum of 30 minutes and a maximum of 1 hour, depending on the child and/or the task given.
- Is explained in detail to children, including clear instructions about what is required. Extra explanations needed, such as videos/images or PowerPoints, will be uploaded to Google Classroom and will be clearly labelled in the folder for that week.
- May include Foundation Subject activities. These will be an optional part of the home learning unless otherwise stated on the Brain Builder.
- Tasks are detailed on the weekly 'Brain Builder' activity sheet, which will be uploaded to Google Classroom weekly. The 'Brain Builder' will differ slightly based on the year group, as follows:

Home learning may also include:

- Where necessary, other tasks may be set instead of/alongside the above.
- Another task which links to the topic or focus in class (for example History or Science, Pirates or Outer Space) which may be practical, involve direct parental support and may require a photograph, comment, or observations to be recorded on Tapestry (for Early Years) or on Google Classroom (for Years 1-6).
- More informal tasks where children, for example, may be asked to think about ideas for a story, look for pictures to support a topic, find out information from an encyclopedia or atlas etc.
- Tasks linked to intervention programmes or support activities (such as Rapid Readers or Nessy), may set by the member of staff working with them.

## **Reception**

Home learning tasks will link to the areas of learning within the Early Years Foundation Stage curriculum. More specifically, in the first half of the Autumn Term they will link mostly to Reading/Phonics. After October half term the focus may widen. Phonics home learning will include phoneme cards, high frequency words cards and tricky word cards related to the child's current phonics learning in school. In addition to this, each child will receive a challenge card related to one other *specific* curriculum area/topic focus.

The four *specific* areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

## **Reading home learning**

Reading is such an important task for parents/carers to do with their children throughout their schooling.

Children will bring home 1 phonetically decodable reading book and 1 scheme reading book/s each week. Staff will change children's books once a week. The reading home learning task is for children and their parents/carers to read and discuss the book (including questions about the front cover, main events, characters, vocabulary choices and plot etc) with a parent/carer three times a week and for the parent/carer to date, sign and record a comment in the child's reading diary\* accordingly.

Staff do not, as a rule, record anything in children's reading diaries, this is a log for children and parents/carers. However, if there is something in particular that is picked up during reading in school, staff will note this in the log to enable school and parents/carers to work together on certain aspects of reading. Children must bring their Reading log into school every day in their (book) bag with their reading book\*.

Staff will change children's phonics and scheme books once a week. Re-reading the same book more than once is important as, once a child is familiar with it, they will read it more quickly, building fluency, which aids comprehension. There is much more to reading than working through the stages/levels of the schemes. The questions and discussion about the book and the vocabulary within it is key.

Children's individual/home reading is also tracked by the teacher. Records of the books that the children have read are kept by the class teacher/ISA. The children follow, wherever possible, the books in the order that they appear on the Bookband's reading list. Movement to the next Bookband level is decided upon by the class teacher/ISA using formative or summative assessment data. There is an expectation that children are able to read confidently and with a high level of comprehension before starting a new level.

Parents/carers should make a note regarding how their child accessed the home learning activities and, where applicable, report any learning opportunities the child is undertaking at home that link to learning in school through Tapestry. This is part of the school's approach to understanding and assessing children's learning and development through observations made in school and at home.

In Reception, visual incentives will be used to encourage children with their home learning.

\*COVID measures allowing.

## Year 1

Home learning tasks will be:

- A set of weekly spellings to learn (that will be practised through spelling activities, assessed through a weekly spelling 'test' and monitored in children's independent written work in school)
- Reading (see below for details)
- A fortnightly Phonics task
- A fortnightly Maths or Reading task based on:
  - Autumn term - Number, Place Value, the four calculations (Addition, Subtraction, Multiplication, Division)
  - Spring term – Fractions, Measures, Geometry
  - Summer term – aspects identified as next steps from assessments

### **Reading home learning**

Reading is such an important task for parents/carers to do with their children throughout their schooling.

Children will bring home 1 or 2 scheme reading book/s each week. Staff will change children's books once a week. The reading home learning task is for children and their parents/carers to read and discuss the book (including questions about the front cover, main events, characters, vocabulary choices and plot etc) with a parent/carer three times a week and for the parent/carer to date, sign and record a comment in the child's reading diary\* accordingly.

Staff do not, as a rule, record anything in children's reading diaries, this is a log for children and parents/carers. However, if there is something in particular that is picked up during reading in school, staff will note this in the log to enable school and parents/carers to work together on certain aspects of reading. Children must bring their Reading log into school every day in their (book) bag with their reading book\*.

Staff will change children's scheme books once a week. Re-reading the same book more than once is important as, once a child is familiar with it, they will read it more quickly, building fluency, which aids comprehension. There is much more to reading than working through the stages/levels of the schemes. The questions and discussion about the book and the vocabulary within it is key.

Children's individual/home reading is also tracked by the teacher. Records of the books that the children have read are kept by the class teacher/ISA. The children follow, wherever possible, the books in the order that they appear on the Bookband's reading list. Movement to the next Bookband level is decided upon by the class teacher/ISA using formative or summative assessment data. There is an expectation that children are able to read confidently and with a high level of comprehension before starting a new level.

*\*COVID measures allowing.*

## Year 2

Home learning tasks will be:

- A set of weekly spellings to learn (that will be practised through spelling activities, assessed through a weekly spelling 'test' and monitored in children's independent written work in school)
- Reading (see below for details)
- A fortnightly Maths or Reading task based on:
  - Autumn term - Number, Place Value, the four calculations (Addition, Subtraction, Multiplication, Division)
  - Spring term – Fractions, Measures, Geometry
  - Summer term – aspects identified as next steps from assessments
- Practice questions/papers for SATs (Reading and/or Maths) from the Spring term onwards

### **Reading home learning**

Reading is such an important task for parents/carers to do with their children throughout their schooling.

Children will bring home 1 or 2 scheme reading book/s each week. Staff will change children's books once a week. The reading home learning task is for children and their parents/carers to read and discuss the book (including questions about the front cover, main events, characters, vocabulary choices and plot etc) with a parent/carer three times a week and for the parent/carer to date, sign and record a comment in the child's reading diary\* accordingly.

Staff do not, as a rule, record anything in children's reading diaries, this is a log for children and parents/carers. However, if there is something in particular that is picked up during reading in school, staff will note this in the log to enable school and

parents/carers to work together on certain aspects of reading. Children must bring their Reading log into school every day in their (book) bag with their reading book\*.

Staff will change children's scheme books once a week. Re-reading the same book more than once is important as, once a child is familiar with it, they will read it more quickly, building fluency, which aids comprehension. There is much more to reading than working through the stages/levels of the schemes. The questions and discussion about the book and the vocabulary within it is key.

Children's individual/home reading is also tracked by the teacher. Records of the books that the children have read are kept by the class teacher/ISA. The children follow, wherever possible, the books in the order that they appear on the Bookband's reading list. Movement to the next Bookband level is decided upon by the class teacher/ISA using formative or summative assessment data. There is an expectation that children are able to read confidently and with a high level of comprehension before starting a new level.

*\*COVID measures allowing.*

## **Year 3 & Year 4**

Home learning tasks will be:

- A set of fortnightly spellings to learn (that will be tested and also assessed via children's independent written work in school).
- Reading (see below for details)
- Times tables practice (3 times per week)
- A fortnightly Maths or Reading task based on:
  - Autumn term - Number, Place Value, the four calculations (Addition, Subtraction, Multiplication, Division)
  - Spring term – Fractions, Measures, Geometry
  - Summer term – aspects identified as next steps from assessments

### **Reading home learning**

Reading is such an important task for parents/carers to do with their children throughout their schooling.

Whilst children remain on scheme books, they will bring home 1 or 2 scheme reading book/s each week. Staff will change children's books once a week. The reading home learning task is for children and their parents/carers to read and discuss the book (including questions about the front cover, main events, characters, vocabulary choices and plot etc) with a parent/carer three times a week and for the parent/carer to date, sign and record a comment in the child's reading diary\* accordingly.

Staff do not, as a rule, record anything in children's reading diaries, this is a log for children and parents/carers. However, if there is something in particular that is picked up during reading in school, staff will note this in the log to enable school and parents/carers to work together on certain aspects of reading. Children must bring their Reading log into school every day in their (book) bag with their reading book\*.

Staff will change children's scheme books once a week. There is much more to reading than working through the stages/levels of the schemes. The questions and discussion about the book and the vocabulary within it is key. Hence, reading should still be 'out loud' to an adult at some points during the week.

Children's individual/home reading is also tracked by the teacher. Records of the books that the children have read are kept by the class teacher/ISA. The children follow, wherever possible, the books in the order that they appear on the Bookband's reading list. Movement to the next Bookband level is decided upon by the class teacher/ISA using formative or summative assessment data. There is an expectation that children are able to read confidently and with a high level of comprehension before starting a new level.

*\*COVID measures allowing.*

## **Year 5 & Year 6**

Home learning tasks will be:

- A set of fortnightly spellings to learn (that will be tested and also assessed via children's independent written work in school).
- Times tables practice (3 times per week)
- Reading
  - CGP Reading task (fortnightly/every third week)
- Maths
  - CGP Maths task (fortnightly/every third week)

- Spelling Punctuation and Grammar (SPaG)
  - CGP SPaG task (fortnightly/every third week)

Reading is such an important task for parents/carers to do with their children throughout their schooling.

Staff will change children's scheme books once a week. There is much more to reading than working through the stages/levels of the schemes. The questions and discussion about the book and the vocabulary within it is key. Hence, reading should still be 'out loud' to an adult at some points during the week.

Children's individual/home reading is also tracked by the teacher. Records of the books that the children have read are kept by the class teacher/ISA. The children follow, wherever possible, the books in the order that they appear on the Bookband's reading list. Movement to the next Bookband level is decided upon by the class teacher/ISA using formative or summative assessment data. There is an expectation that children are able to read confidently and with a high level of comprehension before starting a new level.

### **Homework in Year 2 and Year 6:**

In Year 6, in preparation for their transition to secondary school, and in Years 2 and 6, to help them prepare for SATs, extra homework may be set as part of the 'Brain Builder' activity. The amount of time given to completing homework will increase.

### **Reading Logs:**

Much emphasis has been placed (above) on Reading at home. Children learn to read best when they can be heard and can share their reading regularly. Listening to an adult read will also support reading development.

A child who reads for 20 minutes per day throughout the school year will read for 3,600 minutes in total and read 1,800,000 words. In comparison, a child who reads for 5 minutes per day will read 282,000 words and a student who reads for 1 minute per day will read only 8,000 words per year.

At Endon Hall Primary & Nursery School we recognise the value of the many activities that our children are involved in after school and at weekends, through family activities or membership of clubs and organisations. We would not want any home learning to cut across these activities as they play such an important part in the children's development. By allowing the weekend and half the week for children to complete homework, we ensure sufficient time is given to complete tasks successfully.

### **Roles and Responsibilities:**

For home learning to be effective and meaningful there needs to be a partnership between home and school:

- Parents/carers should be aware of what is expected of them
- Children should know what is required of them
- School should act as the catalyst by providing the necessary information

### **Role of the Parent/Carer:**

- hear your child(ren) read 2/3 times per week, or every day where possible (as little as 10 minutes will be beneficial)
- give support where necessary (going to the library, obtaining books/videos etc.)
- provide a reasonably peaceful, suitable place\* in which to do the home learning
  - \*Older children may be left alone but, more often, younger children may need to work with an adult
- make it clear to your child(ren) that you value home learning
- support by ensuring your child(ren) completes their home learning on time and hands it in
- encourage and praise your child(ren), become involved, talk to them about their learning and listen to what they tell you
- encourage your child(ren) to practise and learn their times tables, and their weekly/fortnightly spellings

It would also be useful to use the curriculum information on the website to broaden your child(ren)'s experiences and if you have access to the internet, to help your child(ren) explore the subjects they are learning at school.

To aid your child's transition into the next year group, please continue to hear your child read and revise their times tables and spellings over the school holidays.

### **Role of the School:**

- regularly set and mark home learning
- keep a record of a child's home learning, including pieces that are late or have not been completed

- keep parents/carers informed about any concerns that they may have
- provide a home learning book with space for children to keep notes about home learning (if they wish)

**Role of the child:**

- listen to the explanation of the Brain Builder
- do the home learning that is set (using either a pencil or, for those who have received a 'Pen Licence', a blue pen)
- present their home learning neatly and hand it in/upload it on time

**Incomplete home learning**

Home learning is an important part of a child's learning and needs to be considered as such by all parties.

Class teachers will keep track of returned homework. Any child whose home learning has not been handed in by Wednesday morning will be reminded and asked to hand it in by Thursday morning, when it will be marked as late. In Key Stage 2, if the child fails to upload their home learning on Thursday morning, it will be marked as incomplete and the child will be asked to stay in on Thursday lunch time to complete it.

Parents/carers will be informed as part of Parent/Carer consultation meetings, if their child is not completing their home learning each week. We will aim to support with strategies to ensure that home learning can be completed.