



# NINE ACRES COMMUNITY PRIMARY SCHOOL

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Team Work Respect Aspiration Perseverance Caring Creativity Citizenship Courage Independence

*'Striving for Excellence'*

## Home Learning policy

### Nine Acres Primary School

Approved By:		M.R. SIZER-GREEN
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## Home Learning Policy

At Nine Acres Primary school we value the partnership of school and home and the impact this can have on a child's education. We see Home Learning as an important example of this partnership and as a result our Home Learning Policy was formulated in consultation with the members of the Nine Acres Parent Voice group.

Home Learning plays a positive role in raising a child's attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. Whilst Home Learning is important, it should not prevent children from taking part in the activities of various out of school clubs and other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full when parents/carers encourage them to make maximum use of opportunities outside school.

### **1. What are the aims of this policy?**

- To ensure a consistent approach to Home Learning throughout the school
- To ensure that teachers, families and children have a clear understanding regarding expectations for Home Learning
- To ensure that teachers, families and children are fully aware of the role they play with regard to Home Learning

### **2. What is the purpose of Home Learning?**

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

### **3. What is the role of the school?**

- To provide families with a clear policy regarding Home Learning.
- To ensure this policy is fully and consistently followed
- To provide support for families with information about Home Learning.

### **4. 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 families and children about Home Learning
- To inform families if there is a problem regarding Home Learning.

### **5. What is the role of the family?**

- 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 attend any workshops/curriculum meetings that the school may provide.

## **6. 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 onboard any feedback about Home Learning.

### **Home Learning in Reception**

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

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

##### ***Reading***

Families will be informed of the themes and phonemes that the children are learning in school each week. Starting in the Autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways:

##### **(1) Adults reading to children.**

Families should encourage children to point to words or pictures as they are being read. Discussion about the books is also important.

##### **(2) Children reading to an adult.**

When they are ready to, children will start bringing simple books and high frequency words home to read to an adult. Again, encouraging the 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.

##### ***Letter formation***

At the beginning of the child's first term in Reception, the Reception teachers will provide families with a sheet to support children with letter formation. This shows where to start and finish when forming each letter and what each letter should look like. Giving children the opportunity to practice forming letters and also developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively so they don't fall into bad habits.

##### ***Red Words***

Children learn to read tricky words (most common words that you cannot sound out) as part of their phonics lessons. These words will be sent home attached to your child's reading record. Regularly practising reading them, looking out for the words in reading books and playing games with them will really benefit the child. For some children it will be useful to practice writing the words as well as

reading them. The teachers may send home games to give families some ideas. It would be useful if these words were practiced on a regular basis in the summer holiday before year 1, as well as families continuing to read and share books with their child.

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

For Reception pupils, approximately 10-15 minutes per day (depending upon the child's engagement) on English based activities including reading. Maths Challenges are sent home at the start of each half term along with suggested games and ideas to support learning.

### **Home Learning in Key Stage One**

For children in Key Stage One we encourage families to work together with their child to support them with their Home Learning. The emphasis remains on English and reading but we include ways in which children can be supported with important Mathematics skills and spelling.

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

#### ***Reading***

Reading on a daily 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 families should sign or comment in each time they read with the child.

#### ***High Frequency Words***

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 read, write and learn. Families can help children to learn these by practicing them regularly and often. Children will often receive the same words again in order to practice them further. They may also receive specific English tasks which may be based on practicing spelling, grammar or punctuation

#### ***Mathematics***

Children will receive set work in Mathematics fortnightly that is based on the learning taking place within the classroom. Families can support their child by giving them lots of opportunities to practice these skills:

- (1) Children should be confident in their 2, 5 and 10 times tables. They should be able to say them in order and mixed up. We encourage children to also practice and learn all of the other times table facts as this will really help strengthen their maths understanding and fluency.
- (2) Children should be able to double each number up to 20.
- (3) Children should be able to halve each even number up to 20.

- (4) Children should know their number bonds for 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
- (5) Children should be able to tell the time when it is o'clock, half past, quarter to and quarter past on analogue clocks.
- (6) 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?**

<u>For pupils in Year 1/2</u>	10-15 minutes reading daily
	15 minute activity in English/ Mathematics fortnightly
	5 minutes of spelling practice daily.

#### **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 families support their children but good habits of independent study should be encouraged. This will help prepare them for secondary school and lifelong independent learning. The main focus for Home Learning in Key Stage 2 continues to be English and Mathematics.

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

##### ***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. Questions about what they have read will help them gain a better understanding of the text. 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. Children in Key Stage 2 who have reading records are responsible for filling in their reading record every day and making sure it is in school.

##### ***English***

This will be based around what the children will be learning in class. The work may be based on practicing spelling, grammar or punctuation. They may be asked to read something and answer questions.

##### ***Mathematics***

This will also be based around what the children will be learning in class. The work could be linked to learning key facts such as multiplication. Lots of the activities will be based around number work. Children will be asked to make sure they know their tables from 2 to 12. By the end of Year Four, children should be able to recite all facts and answer mixed questions, including the division facts that are connected to the multiplication facts.

### **Other Areas**

- Work could be linked to any other curriculum area, Science, Geography, History and so on. It could take many forms, preparing a talk, completing a piece of research or conducting an interview and will be set at the beginning of a topic of work. The nature of this work may be more open ended than in other areas and may be a longer term project.

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

<u>For pupils in Year 3 and 4 (full stops)</u>	15 minutes reading daily.
	1 x 20 minute tasks in English or Mathematics.
	10 minutes daily practice for spelling.

<u>For pupils in Year 5 and 6</u>	20 minutes reading daily
	2 x 20 minutes tasks in English and Mathematics
	10 minutes daily practice for spelling.

### **How can families find out more information about Home Learning?**

To help families and children, all Home Learning will be set by the child's class teacher on a weekly basis. The day that the homework is set and due to be handed in will be included on the curriculum leaflets.

Teachers will have different systems for handing in Home Learning and they will tell families and children about this at the beginning of the year.

If families need advice on how to support their children with Home Learning then they can talk to the class teacher.

As part of the consultation when formulating our Home Learning Policy, it was agreed that formal written Home Learning tasks are not generally set for holiday periods. However, regular reading, revision of spellings, times tables and mental Maths work are actively encouraged in order to make sure these skills are embedded.

### **Why will children sometimes be given extra Home Learning?**

Children who take part in specialised lessons and/or booster classes may sometimes be set extra Home Learning to reinforce the work being done. Additionally children who work in a one to one/ small group situation with staff will sometimes be given extra Home Learning if it is felt this would help them feel more confident with their learning.

In both cases, children should complete this work alongside their normal Home Learning unless the child or the families have been told otherwise. If the child is finding they have too much work then families should speak to the child's teacher or the person running the extra sessions.

As Year Two and Year Six are important years in terms of formal assessment, children will be required to undertake additional practice for the national tests.

**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 families to find out why. There may be occasions when a child will miss playtime or some of a lunchtime to catch up.

**Homework club**

On a Thursday afternoon 3.10 - 4.10pm, the school runs a dedicated club that is run by school staff. All children can attend the club in order to complete their homework. This club is free. All parents have to do is sign up for the club at the main school office or complete the after school club sheet at the start of each term.

**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 families. If families 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.

**How will the Home Learning be marked?**

Teachers will mark children's Home Learning on a Monday in a variety of ways but always according to the school's Marking and Feedback Policy. Teachers generally will not mark Home Learning that is handed in late although will they initial it to show that they are aware it was completed.

**Monitoring and Review**

Home Learning procedures should be monitored annually in order that they remain meaningful and manageable.