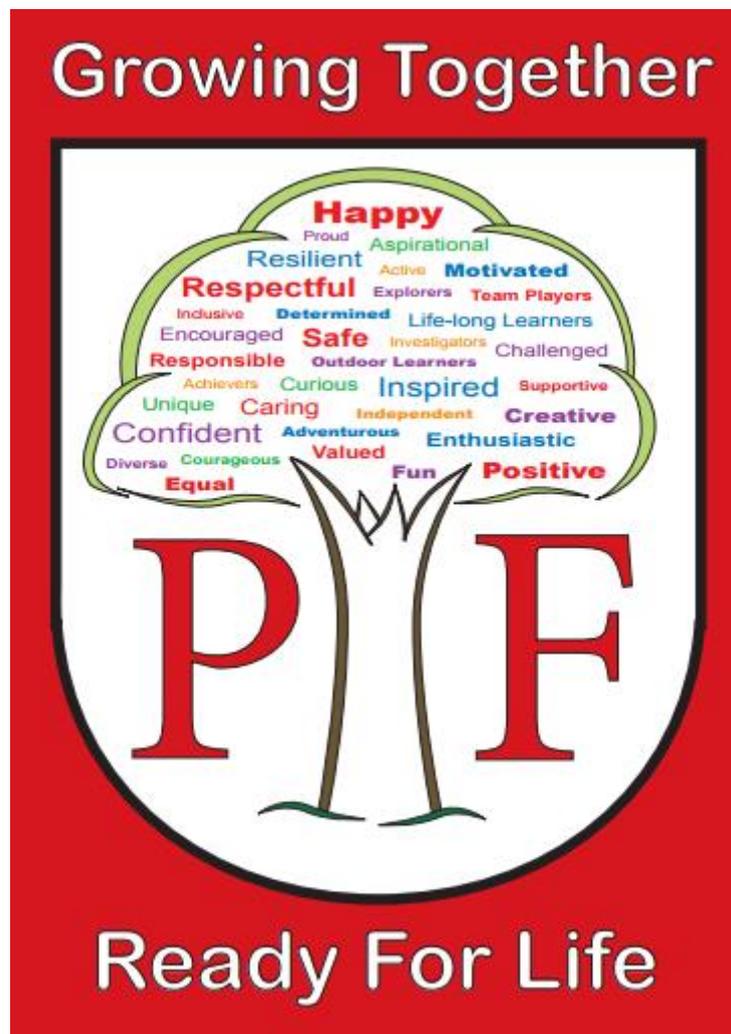


# Priors Field Primary School



## Home Learning Policy

Approved by:	FGB	Date:	Autumn 2022
Last reviewed on:	Autumn 2022		
Next review due by:	Autumn 2024		

## 1. Introduction

This policy recognises the importance of a set, manageable Home Learning structure as part of a child's academic development within the framework of a supportive and well balanced home life and the desirability of establishing ourselves as lifelong learners.

## 2. Aims and Objectives

We aim to put our children at the centre of their learning and place great emphasis on nurturing skills and attitudes to enable children to learn, both at home and in school. We recognise the importance of making home learning meaningful and memorable. For this reason we set home learning through a combination of linked learning based projects and skills based learning to enable children to make connections and link ideas and areas of learning. Our Home Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that support children's high level of achievement in school. It sets out clear expectations, provides a consistent approach, can be collectively agreed through collaborative development and ensures equal opportunity for all our children.

At Priors Field School, we believe that Home Learning can contribute towards:

- Developing an effective partnership between home and school, consolidating, practising and reinforcing skills and understanding,
- Developing the ability to learn and work independently.
- Recognising that learning is not restricted to school hours
- Providing children with the opportunity to extend their learning
- Acknowledge children's own interests
- Encouraging pupils to develop the learning behaviour needed to study on their own and, towards the end of Key Stage 2, preparing them for the requirements of the secondary school.

## 3. Equal Opportunities

- Home Learning is set for all children in all year groups.
- Reading home learning follows our school scheme where children progress through different colour bands. Once children have completed this scheme they are encouraged to read independently around a wide range of texts and resources.
- Maths Home Learning **may** be differentiated but other more practical maths tasks may be appropriate for the whole class.
- In KS1 and KS2 children have the opportunity to select their own level of challenge for spellings. KS2 Grammar tasks are more open ended and therefore not differentiated.
- Access to computers can be made available in school for those children who do not have computers at home. These opportunities are provided outside normal lesson times.
- Individual children may be offered support with Home Learning according to individual need

#### 4. The Role of Parents and Carers

We believe that children benefit in their learning from the support given by parents and carers.

Parents can support their children in the following ways:

- By providing a suitable, quiet place for the child to work alone or with an adult.
- By supporting the school by explaining how Home Learning can help learning.
- By encouraging independent working.
- By encouraging and praising pupils.
- By ensuring that work is completed to a good standard and returned by the date specified.
- By communicating with staff to share any concerns.

#### 5. Organisation

At Priors Field School we provide a range of Home Learning that is linked to the age and the ability of the child. For details of Home Learning set for your year group please visit:

<http://www.priorsfieldprimary.com/our-curriculum> and select the relevant class.

From there you can find the link to the class Padlet, our online tool for setting home learning. You will also find links to download handwriting joins, number lines/squares and the school calculation policies.

N.B. There is no Padlet for Reception as communication between school and home is managed via Tapestry. You will receive individual logins for this website when your child begins at school.

**Please note that if we feel individual children may benefit from further practice in a particular area, we may set a little extra work but we will always talk to parents first.**

Home Learning arrangements for individual year groups are as follows:

##### Reception

- Daily phonics
- Daily Reading
- Regular maths skills ('**Maths Wizard**') practice
- Parents may also like to upload photo evidence of other learning experiences onto the Tapestry website

Children have a **phonics book** in which the five phonics for the week are stuck for reference and practice.

Children also have a **Reading Record**. We ask parents to note daily the book their child has read and if appropriate comment on the strategies children have used when reading. Staff will note your comments when children change their book, which in reception we anticipate to be daily.

Children also bring home a '**Maths Wizard**' card which summarises the skills we would like them to practise. Once the teacher judges that the children can apply these skills in a variety of problems, the next card is sent home. We ask that the Maths Wizard card is kept in your child's school bag so that it can be collected in when he or she is ready for a new card.

## Year One

- Daily Reading
- Weekly spelling and phonics
- Regular maths skills practice ('**Maths Wizard**') practice
- Parents may also like to upload photo evidence of other learning experiences onto the Tapestry website

Children have a **Spelling and Phonics Home Learning book** which is used to bring home spellings and phonics for the week. Children are given approximately 5 spellings per week. These remain on their list until they are learned and are then replaced with different ones. If your child finds 5 spellings onerous we will reduce the number to be learned - likewise if your child enjoys them and is getting them all right, we'll increase the number.

Children also have a **Reading Record**. We ask parents to note daily the book their child has read and if appropriate comment on the strategies children have used when reading. Staff will note your comments when children change their book, which in Year One we anticipate to be mainly daily although towards the end of the year some children may be reading slightly longer books.

Children will also bring home a '**Maths Wizard**' card which will summarise the skills we would like them to practise. Once the teacher judges that the children can apply these skills in a variety of problems, the next card will be sent home. We ask that the Maths Wizard card be kept in your child's school bag (preferably in the front of his/her Home Learning book) so that it can be collected in when they are ready for a new card.

## Year Two

- Daily Reading of colour band book
- In addition to reading books, children also have access to reading on Bug Club
- Weekly spelling - Spelling Shed practice online
- Weekly maths activity - some weeks this may be a 'My Maths' activity to be completed online.
- Weekly Chatterbooks - reading comprehension questions on a group text shared in school (This home learning is only for some children and begins in the second half of the Autumn term)

Children have a **Reading Record**. We ask parents to note the book their child has read and if appropriate comment on the strategies children have used when reading. Staff will note your comments when children change their book. In Year Two this may still be daily but some children will be reading longer books; parents need comment only when a child has finished their book

## Year Three & Year Four

- Daily Reading
- In addition to reading books, children also have access to reading on Bug Club
- Weekly spelling
- Weekly times tables
- Weekly maths activity - some weeks this may be a 'My Maths' activity to be completed online or a piece of work that relates to the class topic
- Termly presentation to class on a topic of child's own choice, autumn and spring term only

Children have a **Reading Record**. Parents are asked to initial their child's comments in their Reading Record as a way of keeping track of their child's reading. Staff monitor comments once a week.

In addition, children are provided with a **Home Learning Book** to complete any learning activities not online.

### **Year Five & Year Six**

- Daily Reading - children are asked to record a summary of their week's reading
- In addition to reading books, children also have access to reading on Bug Club.
- Weekly spelling
- Weekly grammar
- Weekly times tables
- Weekly maths activity- some weeks this may be a 'My Maths' activity to be completed online or a piece of work that relates to the class topic
- Termly presentation to class on a topic of child's own choice, autumn and spring term only

Children in Years Five and Six are provided with a **Home Learning Book** so that they can write a summary of their reading each week. Parents are asked to initial their child's comments as a way of keeping track of their child's reading. Staff monitor comments once a week.

Children should also use this book for completing grammar work and maths activities which are not set online.

### **Time Allocation**

We do not specify a time allocation for Home Learning: we do ask that the tasks are completed, and to a good standard, but we understand that parents are best placed to judge how much time their child needs to spend on a task to get the most out of it. We also wouldn't want to put a limit on the time spent as we understand that some children can become immersed in their learning and are happy to continue longer.

The class Padlets give details about the days the Home Learning tasks are set and due for completion.

### **Marking and Feedback**

- Teaching staff monitor parental feedback in reading records YR- Y3.
- Y4, 5 and Y6 teaching staff monitor the children's feedback on their reading and comment as appropriate
- In Years One and Two spelling and phonics tests are marked by the staff and the score recorded on the work
- In Key Stage Two spellings and tables are tested and peer/self marked in class. Staff note children's scores
- Online maths is marked automatically
- Teachers mark grammar exercises and paper based maths exercises and comment as appropriate
- Teachers will provide brief written feedback on the termly presentation.

### **6. Holiday Home Learning**

Home Learning is not set in the school holiday as we believe children need to rest. Sometimes teachers may make suggestions to parents with regard to individual children who need to continue to practise skills for part of the holiday at least.

## **7. What happens if Home Learning is not completed?**

We recognise that there are occasions when the completion of Home Learning in given times may be difficult e.g. illness, family crisis etc. As long as the school is aware, opportunities such as extended time can be given to complete work. Otherwise taking home and completing work is a requirement for each child and should be seen as a way of encouraging them to take responsibility for their own work and of reinforcing their learning.

As children in Upper Key Stage 2 (Y5 & 6) are encouraged to become increasingly independent and responsible for their own organisation, in cases where Home Learning is regularly not completed they may be required to complete unfinished work during their break time. This approach prepares them for the demands of Key Stage 3.

## **8. Absence from School**

If children are absent from school for extended periods due to ill health then the school is committed to provide opportunities for the children to catch up with work missed. However, if parents choose to take their children out of school, during term time, on holiday, on leave which is either authorised or unauthorised, school will **not** provide work to cover this period of absence.

If Home Learning is not set for a particular week it may be due to teacher absence or a clash with other activities e.g. Residential Trips, S.A.Ts week. This should be a rare occurrence but if you have any concerns about Home Learning not being given regularly please contact your child's teacher in the first instance.

## **9. Collectively Review and Agree**

### **Record Keeping**

- The class teacher keeps records of completed Home Learning.
- The efficiency and effectiveness of the policy is monitored regularly by all staff.
- The Governing Body is fully committed to the Home Learning Policy for the school. The implementation and the impact of the policy is monitored by the Performance and Standards committee, as part of its rolling programme of policy review.