



Tyntesfield
Primary School

Home Learning POLICY

Policy approved: Autumn 2016
Policy review: Autumn 2019

1. Aim

The aim of this policy is to ensure an approach to home learning that is consistent throughout the school and to make home learning manageable for all concerned. It is our practice that the issue of home learning is taken seriously by staff, pupils and parents. As the primary educators of their children, parents are encouraged to support and reinforce the shared expectations of school. Learning is a shared responsibility between children, parents and staff.

In primary school the purpose of home learning changes as children get older. For younger children developing a partnership with parents or carers, and involving them actively in children's learning, is the key purpose. As children get older, home learning provides an opportunity for children to develop the skills of independent learning.

2. Why is Home Learning Important?

Home learning is valuable in that it provides the opportunity to:

- Enhance pupils' learning skills by training them to plan and organise their time, develop good working habits and self discipline and to encourage own and responsibility for their own learning.
- Allow for practice and consolidation of work done in class and to allow for the preparation of future class work.
- Provide an enjoyable and purposeful supplement to class work;
- Extend school learning, for example, through additional reading;
- Consolidate and reinforce skills and understanding, particularly in literacy and numeracy;
- Seek access to resources not available in school, to develop study skills using libraries and other learning resources and to provide opportunities for individualised work.
- Provide information for parents, enlist their co-operation and support and create channels for home – school dialogue.
- Encourage pupils, as they get older, to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary school.

3. Roles

a) 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.

b) 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, within a week.
- To be available to talk to parents and children about home learning.
- To inform parents if there is a problem regarding home learning.

c) What is the role of the parent?

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

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

Appendix 1 – Home learning Timetables

Appendix 2 – Frequently asked Questions

Home learning in Reception

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

What type of work will my child get?

Starting in the Autumn term each child will bring home a '**Little Phonics Book**' every day containing a new daily letter sound to practise. From the very start of the term one letter sound will be taught each day and the children will be expected to practise saying the sounds and doing the corresponding actions at home **every** day.

Once the children have learned all the letter sounds and started to blend them in school they will take home a **Word Box** containing words to practise sounding out and reading. These will be simple words such as *jam, spot, trick etc*

When the children have reached this stage they are almost ready to take home a reading book. Most of the words that occur in the first reading books are decodable, by sounding out and blending. However there are still several others that frequently appear even in the earliest books and which have unusual or untaught spellings. In order to read the simple sentences in even the first reading books it is necessary to learn these 'tricky' words. At this stage the children are taught a new '**tricky word**' each day just as they were taught the letter sounds in the first term. Again the children are expected to practise these at home **every day**.

Once all the 28 'tricky words' have been learned(usually during the Spring term) the children will be ready to take home a reading book and begin the wonderful lifelong journey of reading for pleasure.

How much time should be spent on home learning in Reception?

Reception	Approx 15 minutes per day (depending upon the child's level of concentration) on Literacy based activities including reading.
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Home learning in Years 1 and 2

For children in the Infants we encourage parents 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 Maths skills.

What type of work will my child get?

Reading.

Reading on a regular 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 parents/carers should sign or comment in each time they read with the child.

Spellings

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 / spelling patterns each week for them to read, write and learn in preparation for a weekly spelling test. Parents can help children to learn these by practising them regularly and often. Children will often receive the same words again in order to practise them further.

Maths

Children will not always receive written tasks in Maths, sometimes they will bring Maths activities / games home to play and complete with parents. These activities support the development of important skills that children should have in place **by the time they leave Year 2**. The half termly Class Newsletters will indicate the areas currently being focused on in school. In addition, parents can support their child by giving them lots of opportunities to practise these skills.

- Children should be confident in their 2, 3, 5 and 10 times tables. They should be able to say them in order and mixed up.
- Children should be able to double each number up to 20.
- Children should be able to halve each even number up to 20.
- Children should know their number bonds of 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
- Children should be able to tell the time when it is o'clock, half past, quarter to and quarter past on digital and analogue clocks.
- 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.

Teachers will sometimes send home key number facts and shape names to learn.

How much time should be spent on home learning?

Years 1 and 2	10-15 minutes reading daily 5 minutes spelling daily 5 minutes number bonds / tables daily 1 additional piece a week – written or oral / practical work to share with parents
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Home learning in Years 3 - 6

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. The main focus for home learning in the Juniors continues to be English and Maths, however children will be given more varied tasks in other areas of the curriculum.

What type of work will my child get?**Reading.**

Children in the Juniors are encouraged to read for pleasure and enjoyment and develop a love for 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. 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 and newspapers / comics and information leaflets etc. Parents are encouraged to ask questions, based on the text, to ensure children's literal and deeper understanding of the text. Children in the Juniors 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 task could be based on spelling / punctuation / grammar. They may be asked to read something and answer questions. Sometimes the task will be a piece of writing often the task set will be cross-curricular and linked to current topic work.

Maths.

This will also be based around what the children will be learning in class. The task could be linked to lessons on number facts and calculations, shape, measures or handling data.

Times Tables

By the end of year 4, all children should confidently know their times tables (both multiplication and division facts). Children are expected to practise their tables regularly, throughout the juniors.

Other Areas.

Tasks 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. The nature of this task may be more open ended than in other areas.

How much time should be spent on home learning?

Year 3 and 4	Reading - 15 minutes daily Spellings – 5/10 minutes daily Times tables – 5/10 minutes daily 1 x 30 minute tasks in English, Maths or another curriculum area.
Year 5 and 6	Reading - 15 minutes daily Spellings – 5/10 minutes daily Times tables – 5/10 minutes daily 2 x 30-45 minute tasks in English, Maths or another curriculum area.

Frequently Asked Questions?

How can parents find out more information about home learning?

Each year group will inform the parents about home learning in the parents meetings held at the beginning of the year. Teachers will have different systems for handing in home learning and they will tell parents and children about this at the beginning of the year. If parents need advice on how to support their children with home learning then they can talk to the class teacher.

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 parents to find out why. There may be occasions when a child will miss playtime or some of a lunch time if they have not completed home learning.

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 parents in a letter. If parents 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 in a variety of ways. Generally the task will be initialled by the teacher to show they have marked it. Sometimes the task will be 'quality marked'. This is when a piece of task is marked in detail and comments about future progress are added to the task. On other occasions the task may be marked orally with the child or the class and there will not be evidence from the teacher in the child's book. Teachers generally will not mark a task that is handed in late.

Will home learning be set when a child misses school for a holiday?

If a child is absent from school, teachers will not set extra home learning. If parents wish their child to complete some work whilst on holiday, they will be encouraged to practise spellings, times tables / number bonds and read regularly. If parents request additional written tasks, they will be encouraged to ask their child to complete a project about their holiday destination to present to the class / teacher on their return to school.

