



1. Introduction

Home Learning is anything that children do outside the normal school day which contributes to their learning in response to guidance from the school. Home Learning encompasses a whole variety of activities instigated by teachers and supported by parents to promote children's learning.

2. Rationale for Home Learning

Priory CE Primary School is a vibrant, enthusiastic, forward thinking and safe learning environment in which children are given every opportunity to complete a fulfilling primary school education.

At Priory we believe that Home Learning plays an important part in a child's education. The benefit of doing Home Learning must be instilled at an early age so that independent study can be achieved. We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring Home Learning is well-balanced across the school.

This Home Learning Policy was developed in consultation with staff members, parents, pupils and with the full agreement of the Governing Body.

3. Aims and objectives

- Develop a consistent approach to Home Learning throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to Home Learning.
- Ensure that parents have clarity on what their child is expected to do and that the quantity of Home Learning is appropriate.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning and to keep them informed about the work their child is covering.
- Use Home Learning as a tool for raising standards of attainment.
- Improve the quality of the learning experiences by extending it beyond the classroom.
- Give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day.
- To help older pupils prepare for the next stage of education.

4. Types and amount of Home Learning in the Early Years

Reading:

Pupils are expected to read daily for approximately ten minutes. Parents can support their child by discussing the text, for example asking what the child liked or disliked and by making links to the child's own experiences. Many of the reading books also contain suggested questions that parents might ask to encourage understanding about the story. Use of these can really help your child to make progress.

Reception Work Books:

Each child in Reception has a personalised work book which goes home each week. Featured in the work book are the phonemes (letter sounds) that the children are learning, as well as their high frequency words and numbers/mathematical targets. The work book allows parents to know what their children are learning. When parents have practised the work in the work book and feel that their child is secure with any part of it, they can hand it in alongside and staff will check the work and set new words, letters or numbers. As well as what the children need to know, staff will provide or suggest a variety of activities to support this.

Spelling Shed and Numbots:

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When the children are settled and have learned a number of letter sounds in phonics, they are set spellings each week on the Spelling Shed website which link to their phonics. The expectation is that the children practise these consistently each week. Numbots is a free to download app which allows the children to practise key maths skills within a game. Each level gets progressively more difficult as it covers the concepts needed.

5. Types and amount of Home Learning in Key Stage 1

Reading:

Pupils are expected to read daily for approximately ten to twenty minutes. Parents can support their child by discussing the text, for example where the story is set, which character they like and why.

Spelling:

Pupils are expected to practise their spellings consistently each week, through the Spelling Shed app/website. This consists of games to review and apply the spellings that they are working on.

Maths:

Pupils are expected to practise the skills identified in their rapid recall targets, for example learning number bonds or counting in 5's. They also need to learn their multiplication tables for the Priory Tables Wizard awards: a tables book is provided and pupils are expected to complete one page of multiplication facts. Books are due in on a Friday and go back out on the same day.

Numbots:

The use of Numbots is encouraged throughout Key Stage 1.

At certain times it may be appropriate for staff to set alternative, or extra, Home Learning such as a maths activity or reading comprehension.

6. Types and amount of Home Learning in Key Stage 2

Reading:

Pupils are expected to read at least three times a week for approximately fifteen to twenty minutes. Parents can support their child by discussing the text, for example where the story is set, which character they like and why.

Spelling:

Pupils are expected to practise their spellings consistently each week, through the Spelling Shed app/website. This consists of games to review and apply the spellings that they are working on.

Maths:

Pupils are expected to practise the skills identified in their rapid recall targets, for example learning number bonds or counting in 5's. In Year 3 and 4, the children also need to learn their multiplication tables for the Priory Tables Wizard awards: a tables book is provided and pupils are expected to complete one page of multiplication facts. Books are due in on a Friday and go back out on the same day. Children in Year 3 and 4 are encouraged to use TT Rockstars as a way of practising their Times Tables. Year 5 and 6 should complete 15 minutes of TT Rockstars per week.

Music:

Children who receive peripatetic music lesson are expected to practise playing their musical instrument at home every week.

At certain times it may be appropriate for staff to set additional or alternative Home Learning such as a maths activity or reading comprehension. During Year 6, Home Learning will be set to prepare the children for SATs and high school. Expectations of the Home Learning which is to be completed will be made clear each week.

7. Learning Challenge

Across the school all children are invited to take part in Learning Challenges set by each subject leader. These tasks are broad and aimed at engaging and exciting pupils to learn in different contexts, without a cost, as well as raising cultural capital. On completion of one set of tasks, children are invited to share their Home Learning with the relevant subject leader and after completing 3, they are awarded a badge in celebration worship.

8. Handing in Home Learning

- Home Learning is sent home every Friday or Monday and must all be returned the following Friday.
- The expectation is that the presentation of Home Learning books, including handwriting, is the same as schoolbooks.
- If a child does not complete Home Learning on a regular basis, or Home Learning is regularly of poor quality, then parents will be contacted via Dojo, it will also be indicated in the Record Of Achievement (ROA) that is sent home termly.

9. Pupils with special educational needs

Home Learning is set for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task so that each child can contribute in a positive way.

10. The role of parents

Parents have a vital role to play in their child's education, and Home Learning is an important part of this process. We ask parents to encourage their child to complete the Home Learning tasks that are set. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, by discussing the work that their child is doing. It is imperative that parents provide any resources their child may need such as pencils, crayons and scissors.

In Key Stage 1, we ask parents to check the home/school diary daily, to support children in the completion of their Home Learning and to ensure Home Learning is returned on the day set by the class teacher. If parents have any problems or questions concerning Home Learning, they should, in the first instance, contact the child's class teacher (through Class Dojo).

12. Monitoring and review

This policy has been agreed with and accepted by our governing body. The Senior Leadership Team and governing body will regularly monitor and review Home Learning and the effectiveness of this policy. This policy will be reviewed every two years or earlier if necessary.

13. Other related policies

- Marking and feedback
- Teaching and Learning
- All subject policies

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