



Wyton on the Hill Primary School Home Learning Policy

1. Introduction

- 1.1 We believe that learning at home is an important aspect of children's development. It helps children practise, transfer and improve important skills and provides a valuable opportunity for children to share with their parents/ carers learning they have been doing at school.
- 1.2 Through this policy we aim to:
- ensure a consistent approach across the school
 - ensure progression towards independence and individual responsibility
 - ensure parents / carers can support their child more effectively
 - extend and support learning
 - provide opportunities for parents/carers and children to work in partnership and enjoy learning experiences.
- 1.3 The school policy for home learning has been compiled by the Senior Leadership Team in consultation with the whole teaching staff and groups of parents. It will be reviewed annually by the Quality of Education Committee.

2. Aims and objectives

- 2.1 The aims and objectives of home learning are to:
- consolidate and extend learning
 - practise and rehearse skills / knowledge
 - revise and retrieve skills / knowledge
 - prepare the foundations for future topics
 - promote links between home and school.
 - develop an age-appropriate, self-regulating work ethic.
- 2.2 Home learning tasks are based around three main areas, which support learning across the curriculum:
1. *fostering a culture of reading for pleasure across the school*
 2. *developing fluency in basic English skills across the school*
 3. *developing fluency in basic maths skills and their application to real life situations.*
- 2.3 Additional home learning tasks may also be set for individuals to support a specific need.

3. Home Learning Structure and Guidance

- 3.1 Home learning activities may vary from time to time, depending on our class topics and the needs of individual pupils / classes/ groups. However, in general, weekly

home learning set by class teachers will be drawn from the following set of activities:

EYFS

- Reading for pleasure
- Phonics Home Learning Practice Pack
- Doodle Maths
- Numbots

KS1

- Reading for pleasure
- Phonics Home Learning Practice Pack / Spelling Practice
- Doodle Maths
- Doodle English
- Numbots

KS2















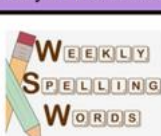


- Reading for pleasure (+ in Years 5&6 Reading Plus)
- Spelling Practice
- Doodle Maths
- Doodle English
- Times Tables Rockstars

In addition, for those parents and pupils who would like an extra home learning challenge during the school holidays, we set a whole school 'Can You...? Half Termly Home Learning Challenge!' For details of most recent and previous challenges, see our Home Learning page on the school website or your child's class pages on Google Classroom or Tapestry. The home learning activities listed above may also be used to help children practise skills over the holidays so that they retain their learning.

- 3.2 All learning activities have been chosen to promote personalised practice and many have a 'game' element, designed to engage and motivate our learners.

In order to provide an element of personal choice and ownership over their home learning, teachers will present the activities for the week as a 'bingo' card, so that children can aim to complete a square of their choice each evening:

A typical example may look like this:

  Reading + Doodle English	  Reading + Doodle Maths	  Reading + Spelling Practice
  Reading + Spelling Practice	  Reading + Screen-free Activity of the Week	  Reading + Times Tables Rock Stars
  Reading + Doodle Maths	  Reading + Spelling Practice	  Reading + Doodle English

Over the course of the week, children will be encouraged to mark off the squares they have completed and to achieve at least five squares across one line, two lines or even a 'full house'.

For example:



You will notice that we strongly encourage pupils to engage in a reading each day as well as one other short activity of their choice. This is because studies have found that children who engage in reading for pleasure do much better in school and have better job prospects in later life.

Please remember that reading does not have to mean a whole book and it

doesn't have to be done independently: just one or two pages a day with a parent or older sibling reading aloud for the child to follow can make all the difference to their progress. Don't forget that a shared bed time story book counts too!

- 3.3 In addition to the above, many parents will want to promote learning at home in ways other than home learning set by the school and the school encourages this. The class pages Google Classroom / Tapestry give a curriculum overview for parents, often with useful web-links, so that they can plan learning activities at home related to topics being studied at school.

Parents may also wish to promote learning at home in any of the following ways:

- consolidating pupils' subject knowledge by quizzing them on the content of the knowledge organisers posted on Google Classroom / Tapestry or encouraging them to use the Leitner System to memorise facts:
<https://www.youtube.com/watch?v=d9u3KxGCio8>
- playing Board games – for example, playing Scrabble, or card and dice games is a great way of learning to spell or practise mental maths, but also teaches turn taking, solving problems and even losing gracefully!
- using money – counting, going shopping, and calculating the change, currency conversion all support mathematical reasoning and understanding
- cooking – involves measuring and weighing, and calculating (e.g. calculating cooking times, total weight etc)
- telling the time - KS1 o'clock, half past, quarter to and past; KS2 5 minute and 1 minute accuracy and the 24 hour clock.
- using timetables for travel
- playing outdoor games such as rounders and cricket or logging onto our Jasmine Real PE platform from home
- calculating time intervals between TV programmes, bus journeys and car journeys.

4. Monitoring and acknowledgement of home learning in school

- 4.1 Home learning is monitored and acknowledged in school in a variety of ways, either verbally or in written form:
- through acknowledgement on our online learning platforms (Google Classroom and Tapestry)
 - through teachers' assessments of work undertaken by pupils in their Maths Journals
 - through regular spelling tests, spelling dictations and quizzes based on spellings set for homework
 - through guided and individual reading assessments in school
 - through monitoring the online engagement reports generated by Numbots, Times Tables Rock Stars, Reading Plus and Doodle Maths / English
 - through comments in KS1 reading diaries
- 4.2 Home learning will be monitored on a regular basis by the class teacher. Children's level of commitment and effort to home learning will be reflected in children's annual reports and discussed at parent consultation meetings.
- 4.3 Where issues arise from home learning set, the teacher will plan to follow up the learning in lesson time, either with individuals, or as a whole class / group.
- 4.4 The expectation is that children will engage actively with home learning tasks. Where children are regularly missing their home learning, the class teacher will contact parents to ask for their support. If parents are not able to support the home learning

schedule, teachers may support the child by making alternative provision for the completion of home learning so that they do not fall behind their peers, which can be distressing.

5. Inclusion and Home Learning

- 5.1 For children who have an personal intervention plan (APDR – Assess, Plan / Do / Review Plan), it may be that specific home learning is set to meet aspects of the APDR plan **instead of** their regular class home learning.

6. The Role of Parents

- 6.1 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.
We invite them to help their children by providing them with the sort of environment and encouragement that allows children to do their best. For example, parents can support their child by providing a good working space at home, by talking to them about their home learning, and by sharing tasks completed by their child.
Please refer to the guidance provided in the tasks sent home by class teachers (in the case of Reading, Spelling and Phonics home learning) or (in the case of Mathematics home learning), to the Calculations Policy on the school website.
- 6.2 If parents have any questions about home learning, they should, in the first instance, contact the child's class teacher via Tapestry or Google Classroom. If their questions or concerns are of a more general nature, they should contact the Head teacher or, if they wish to make a more formal complaint about the school home learning policy, or the way it is implemented, parents should contact the Chair of Governors to make a complaint.

7. Use of ICT in Home Learning

- 7.1 The school promotes e-Safety across the curriculum and this extends to the use of ICT at home. A copy of the school's E-Safety policy is available on the school website or from the school office. The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet.
- 7.2 If your child does not have access to a computer or tablet device at home, please contact their class teacher so that a device can be made available for you to use at home with your child to complete ICT elements of the home learning, such as Doodle Maths & English / Numbots and Times Tables Rockstars.
- 7.3 There are many websites containing highly educational material which can have a powerful effect on children's learning. Our class teachers often provide links to the sites which will best support additional learning at home, if children would like an extra challenge (such as BBC Bitesize and Oak Academy).

8. Monitoring and review

- 8.1 The Senior Leadership Team is responsible for coordinating and monitoring the implementation of this policy. We allocate special time for this vital task. Members of

the Senior Leadership Team use this time to monitor samples of the children's work, listen to pupils' views, and talk to teachers and parents.

- 8.2 It is the responsibility of our Governing Body to agree and then monitor the school Home Learning Policy. Parents complete a questionnaire each year and during the school's Ofsted inspection. Our Governing Body pays careful consideration to any concern that is raised by any parent. Our Governing Body may, at any time, request from our Head teacher a report on the way home learning is organised in our school.
- 8.3 This policy will be reviewed annually, or if a situation occurs which necessitates any amendment.