

Forest Academy

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Elveden Church of England Primary  
Academy



*Home Learning Policy*

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# Forest and Elveden Primary Academy

## Home Learning Policy

We believe home learning is a key aspect of learning. Home learning helps children improve important skills and provides a valuable opportunity for children to share with their parents/ carers things they have been doing at school.

### **Through our policy we aim to:**

- Ensure a consistent approach across the schools
- 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

### **English and Maths skills across the curriculum**

We believe reading is a key aspect of developing a child's learning. We value parents and carers reading with and to their children because it allows them to enjoy texts they might not be able to read alone, therefore improving many key skills which enable a child to access the wider curriculum.

We use a set of progressive spelling sheets throughout school to support a personalised spelling programme, related to 2014 year group expectations. English will be set to support both reading and writing skills.

Maths will be set to develop mental maths and problem solving activities. It will also consolidate skills taught in class. Parents can support their child to develop fast recall of number bonds to 10 and 20, then 100, and then tables to 12. By Y4 children are expected to be able to recall all their tables. It is also valuable to develop skills in real life contexts so children make links with their learning e.g. cooking to develop maths skills relating to weight, using time tables for trains and buses, telling the time, finding focused sight words in books/ magazines/ newspapers.

### **Improving key life skills**

Social skills, evaluation skills, problem solving, managing feelings and working collaboratively are key life skills. Developing key life skills improves children's motivation and approach to life and learning. Working together as a team/ sharing/ communicating feelings develops a confident child who has no fear of getting things wrong or having a go! Activities/ games/ helping around the house can develop maths and English skills but also vital life skills and are fun too!

For example:

- Board games - Playing scrabble is a great way of learning to spell but also teaches turn taking, solving problems, losing! The game 'Articulate' develops children's vocabulary and speaking and listening skills.
- Card games are great for developing mental maths, independence, patience!
- Dominoes are a great way to learn number bonds.

#### **Aims of home learning:**

- Consolidate and extend learning
- Practise skills
- Rehearsal
- Preparation
- Positive parent/ child time.

Home learning may be set to support a specific and identified need in comprehension, tables or number bonds, sentence work, handwriting or grammar. These will be specific, and time limited.

#### *Roles and Responsibilities*

Role of Governing Body	The Governing Body: <ul style="list-style-type: none"><li>• Delegate powers and responsibilities to the standards committee and to the Head Teachers to oversee the development of this policy</li><li>• Responsibility for the effective implementation, monitoring and evaluation of this policy</li></ul>
Role of the Head Teachers	The Head Teachers will: <ul style="list-style-type: none"><li>• Promote this policy by raising its status and importance</li><li>• Ensure that home learning reflects teachers planning</li><li>• Provide supportive guidance for parents</li><li>• Keep up to date with new developments with regards to home learning</li><li>• Monitor and evaluate this policy</li></ul>
Role of the teachers	Teachers must: <ul style="list-style-type: none"><li>• Integrate home learning into their planning</li><li>• Set interesting tasks and activities</li><li>• Set home learning appropriate for each child</li><li>• Explain when, what and how the work is done so that each child clearly understands</li><li>• Provide opportunities for sharing of home learning tasks in class and provide feedback</li></ul>
Role of the parents/carers	Parents/ carers are asked to: <ul style="list-style-type: none"><li>• Support the home learning set</li><li>• Read with your child and make a note in the reading record book.</li><li>• Support the school in explaining to children that home learning is valued and aids learning.</li></ul>

	<ul style="list-style-type: none"> <li>• Encourage pupils and praise them when home learning is completed.</li> <li>• Be actively involved in the home learning of your child.</li> <li>• Make the experience pleasurable</li> <li>• Discuss, encourage and praise</li> <li>• Contact the class teacher/ school if you are not sure of some aspect of the home learning or your child is experiencing difficulty doing it</li> <li>• Contribute to the school parent questionnaires so the school can monitor the effectiveness</li> </ul> <p><i>Please also refer to the Home School Agreement</i></p>
Role of the children	<p>Children are asked to:</p> <ul style="list-style-type: none"> <li>• Complete their home learning and hand it in on time</li> <li>• Listen carefully in class to make sure they understand what is asked of them</li> <li>• Contribute to pupil interviews and pupil questionnaires on home learning for the school to monitor and evaluate</li> <li>• Make sure they get feedback for their home learning</li> <li>• Complete home learning using appropriate writing materials</li> <li>• Have a go at all home learning activities</li> </ul>

## Home Learning Guidelines

### Literacy

Literacy	
Reception	<ul style="list-style-type: none"> <li>• Daily reading practise/Lexia</li> <li>• Phonics practise</li> </ul>
Key Stage 1	<ul style="list-style-type: none"> <li>• Daily reading practise</li> <li>• Weekly spellings determined by phase/ability of the child. Accompanying this should be a spelling activity that allows children to apply their phonic knowledge e.g. completing a crossword with 'ai' spellings.</li> <li>• Lexia (online)</li> <li>• In addition:</li> </ul> <p><u>Year 1:</u></p> <ul style="list-style-type: none"> <li>• Letter formation</li> </ul> <p><u>Year 2:</u></p> <ul style="list-style-type: none"> <li>• Alternate grammar/reading comprehension activity/GCP workbook.</li> </ul>
Lower key stage 2	<ul style="list-style-type: none"> <li>• Daily reading practise</li> <li>• Weekly spellings determined by level of the child. Accompanying this should be a spelling activity that allows children to apply their phonic knowledge e.g. completing a link puzzle with 'ful' spellings.</li> <li>• Alternate grammar/comprehension activity/ GCP workbook.</li> <li>• Lexia (online)</li> </ul>
Upper key stage 2	<ul style="list-style-type: none"> <li>• Daily reading practise</li> <li>• Weekly spellings determined by level of the child. Accompanying this should be a spelling activity that allows children to apply their spelling, punctuation and grammar knowledge.</li> <li>• Alternate grammar /comprehension activity/GCP workbook.</li> <li>• Lexia (online)</li> </ul>

## Maths

Maths	
Reception	<ul style="list-style-type: none"> <li>• Number games.</li> <li>• Number bonds to 10.</li> </ul>
Year 1:	<ul style="list-style-type: none"> <li>• CGP workbook</li> <li>• Times tables; 2,5,10 and Number bonds to 20 – Numicon resources.</li> </ul>
Year 2:	<ul style="list-style-type: none"> <li>• My Maths</li> <li>• CGP work book</li> <li>• Times Tables: 2, 5, 10, 3, 4 and Number bonds to 100.</li> </ul>
Year 3:	<ul style="list-style-type: none"> <li>• My Maths</li> <li>• CGP workbook</li> <li>• Times Tables: 2,5,10,3,4,6 and Number bonds to 100.</li> </ul>
Year 4:	<ul style="list-style-type: none"> <li>• My Maths</li> <li>• CGP workbook</li> <li>• Times Tables: Mixed up to 12 x 12 and Number bonds to 100.</li> </ul>
Year 5:	<ul style="list-style-type: none"> <li>• My Maths</li> <li>• CGP workbook</li> <li>• Times Tables: Mixed up to 12 x 12 and Number bonds to 100.</li> </ul>
Year 6:	<ul style="list-style-type: none"> <li>• My Maths</li> <li>• CGP workbook</li> <li>• Times Tables: Mixed up to 12 x 12 and Number bonds to 100.</li> </ul>

## Topic

All Years:	<ul style="list-style-type: none"> <li>• At the end of each half term, all children will be set a “creative project” in connection with their upcoming topic. This could be make a fabulous 3D fish tank, if learning about Oceans and Seas, recreate a famous building, if your topic is buildings. The purpose is to enthuse children about their topics, enhance creative skills and encourage collaboration with the parents. To be set each half term and completed over the holidays.</li> </ul>
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### **Organisation**

- All children will have a home learning folder for spellings etc.
- The teacher will provide a clear instruction sheet each week, where relevant, which will be filed in the home learning folder or workbook
- Useful information of age related resources may be provided, such as websites/ games/ good reads!
- Children in Key Stage 2 are rewarded for completing their home learning by collecting stamps – 1 stamp per week for all tasks completed. Each stamp collected makes up part of a treat at the end of each half term.

### **Equal Opportunities and Additional Needs**

- Home learning activities will be differentiated, where appropriate, to ensure the needs of pupils are best met.
- Children who do not have access to resources enabling them to complete their home learning will be offered a place in 'Home learning' Club. This includes access to the internet in order to complete their Lexia, Mathletics and Accelerated Reader quizzes.
- Learning produced by children are valued and celebrated through display, discussion and assemblies

### **What will happen if children don't complete their home learning?**

If a child has difficulty with the learning, then we would expect them to ask for support from the class teacher before the due date to ensure they are able to complete this, or alternative activities can be given. This is useful information as it informs the teacher about the independent capabilities of the child.

The expectation is that children will complete their home learning. However, if for any reason children are unable to complete their home learning, parents or carers should provide the class teacher with a note or contact the class teacher explaining why the home learning has not been completed on the day that it was due to be returned to school. The child may be offered a place in 'Home learning' Club.

Teachers will keep records of children completing home learning and these records will be checked on a regular basis.

Children in Key Stage 2 will not receive their reward stamp for that week without a note or contact from parents or carers to explain why home learning is not complete. There may also be occasions where the child will miss some playtime or lunchtime, if they have not completed home learning.

### **Monitoring the effectiveness of this policy:**

The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.