



Home Learning Policy

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Policy Area:	Curriculum

Aims and Ethos

At All Saints CE Primary School & Nursery it is our aim to raise standards by promoting a school ethos that is underpinned by core Christian values. Our Christian values support all areas of learning and can contribute to pupils' motivation to learn. It is recognised that this will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. All our policies and decision making are formed through the lenses of these Christian values to ensure that our school lives them out in all aspects of its collective life.

We value the role parents play in the education of their children. This policy aims to outline Home Learning expectations for parents, children and school. To this end, it is essential that school and parents work together to ensure our children succeed – including supporting and providing opportunities for children to learn outside of the taught lessons in school. This helps them to recognise learning as a life-long skill and prepare them for the next stage of their education.

The purpose of Home Learning

- To give children the opportunity to consolidate and reinforce skills being taught in school.
- To extend learning, for example through additional reading.
- For parents to take an active part in their child's education.
- For parents to be aware of the skills being taught in school.
- For children to gain the confidence to work independently without support from a teacher.
- To prepare children for the increasing demands of home learning as they progress through Primary School and onto Secondary School.

Principles for setting Home Learning

Studies and research have shown that, at Primary school, the most impactful Home Learning activities are those that are directly linked to classwork, are short or repeated activities (such as daily reading/spelling), and those that enable over-learning and re-visiting skills and knowledge children have already been introduced to.

We consider the quality of homework and activities provided to be more important than the quantity and will do our best to support parents in helping their children complete any activities set.

We are also mindful of our duty to teachers for managing their workload, and balancing this with the impact of feedback they can provide for activities completed. Some activities will require feedback, and others won't. Teachers will be responsible for determining this, and plan activities accordingly. In all cases, effort from the children will be acknowledged and systems developed to enable this within each classroom.

The role of parents

Parents play an important role in encouraging, supporting and enthusing children in their learning, both in and out of school. There are some simple things that parents can do to support their child's learning, including ensuring that their child engages with home learning activities. The following are demonstrated by experience and research to have a significantly positive impact on children's learning:

- Make it clear to children that they value home learning and support the school.
- Give praise and encouragement for effort.

- Provide a reasonably quiet, calm and suitable place to complete home learning.
- Develop a clear routine for when and where home learning tasks will take place.
- Ensure children have the equipment needed to complete tasks.
- Ensure tasks are completed to the best of your child’s ability and completed as independently as possible (avoid doing it for them).
- Communicate with school whenever there is a difficulty with the task set, asking for support or letting us know your child struggled with it – for whatever reason – so we can try to help.

Role of the school

The school will ensure we follow the principles and expectations set out in this policy for setting tasks and providing feedback to children. We will do what we can to support parents with home learning tasks when informed by parents that their child is struggling, for example by offering alternative tasks or providing support materials.

Home Learning Expectations

The following table outlines the expectations for Home Learning across the school. Home learning will be set during term time. No home learning will be set over holiday periods, except for an encouragement to continue to read – either school provided reading books or through the library.

Early Years	
Nursery:	All nursery children take home a library book to share with parents.
Reception:	<ul style="list-style-type: none"> • Daily Reading. Children to be heard read a few pages of their reading book daily by someone at home and the reading record book signed. • Phonics mini book and parent information sheet will be taken home, to share with parents, containing the focus sounds taught that week in phonics lessons. • <u>Suggested</u> activity linked to areas of learning (posted on Tapestry)
Key Stage 1	
Year 1 and 2	<ul style="list-style-type: none"> • Daily Reading. Children to be heard read a few pages of their reading book daily by someone at home and the reading record book signed. • Phonics mini-book and parent information sheet with the focus sound/s taught that week in phonics lessons. • Suggested Maths activity from White Rose Maths Book. • Y2 only: Phonics reading comprehension activity
Key Stage 2	
Year 3 and 4	<ul style="list-style-type: none"> • Daily reading. Read a few pages to someone at home. The text should be discussed and the reading record signed. • Spellings list or phonics. If phonics, children will take home a paper mini-book and parent information sheet with the focus sound/s taught that week in phonics lessons. • Times tables will be practised 10-15 minutes weekly through the Times Table Rock Star website (Year 4) or Timestables.co.uk (Year 3). • Suggested Maths activity from White Rose Maths Book.
Year 5 and 6	<ul style="list-style-type: none"> • Daily reading. The text should be discussed and the reading record signed. Even though the children may prefer reading to themselves, it is still important for children to read aloud at home at least once per week, and preferably more, to check their comprehension and encourage use of expression. • Spellings – weekly tasks set on Spelling Frame (online). • Times tables will be practised through the Times Table Rock Star website, 15 minutes weekly. • Suggested Maths activity from White Rose Maths Book.

A note on Reading Books

The book children will bring home will be one they can read with **at least 95% fluency**. This means, out of every 10 words read, they can read without decoding almost all of the words. It sometimes feels that this book may be too easy – however children need to develop confidence, fluency and above all understanding of the books they are

reading if they are to develop an enjoyment for reading. They shouldn't see it as being 'hard work' or difficult – reading should flow and gradually build up in difficulty over time.

Rereading books is also encouraged since research and long experience has shown this can significantly help pupils develop their confidence, expression when reading aloud, and fluency skills (alongside opportunity to enjoy a good book once more). Consider very young children – who like to hear/listen to the same stories over, and over again. This is the same principle, and there is strong evidence to support this approach in building strong readers.

Policy Review

This policy will be reviewed every three years or sooner if required.