



Charmouth Primary School

Home Learning Policy

Rationale:

We believe that as part of our core aim to raise standards and improve pupil progress a structured home learning programme is vital. We strive for a growing partnership with our families and we believe independent learning is an invaluable lifelong skill and one we aim to foster in our children. Setting home learning tasks is a meaningful way of establishing this habit.

We seek to ensure our home learning reflects the core beliefs of our school teaching and learning policy and is not an 'add-on' without meaning or thought. During the process of our review we have agreed that home learning should be both meaningful and relevant to the children and it should enable to them to reinforce the key skills they require to maintain good progress at Charmouth Primary School.

Home learning should be seen as an important extension to classroom activities, and the involvement of parents is essential. It is a real opportunity for parents to help in their child's progress, through supporting targets set by the school and encouraging them to foster a home learning environment. The school will provide advice for parents when planning their home learning activities.

Homework increases in regularity and amount as the child moves up the school. It's important to note that no task should take so much time that it causes distress.

Aims:

- To reinforce skills that the children have learned at school
- To give children the opportunity to reinforce knowledge they have learnt in class
- To enable the children to share learning with the family
- To encourage children to work independently within a specific time.
- To help children to develop perseverance and self-discipline.
- To enable greater progress to be made in curriculum areas.
- To involve parents and other adults in children's work.
- To encourage children to spend more time on a topic they enjoy.
- To progressively increase the content as the child gets older in preparation for secondary school.

Home learning expectations

What will your child's home learning be?

To effectively ensure continuity and build learning steps your child will be given regular, weekly 'basic skills' home learning tasks that we have agreed will be a constant feature throughout our school. This will particularly reinforce teaching and learning in Maths and English at every stage.

Reading

This vital life skill fundamentally affects your child's life chances. You can help by enjoying books and showing them the importance of reading in your life, whatever form the words take, whether letters, newspapers, magazines, lists, notices, text on the computer and phones, as well as books!

<p>Key Stage One (Reception, Years 1 and Year 2)</p>	<p>It is important for the children to practise reading as often as possible at home. We would suggest 10 minutes every day. Please comment on and sign the reading record book and see that both are returned to the school so that the reading book can be changed when necessary. Flashcards to learn high frequency words will be used from Reception when the teacher feels the child is ready.</p>	<ul style="list-style-type: none"> ○ Read at least three times a week and ideally every day. ○ Comment on your child's reading. ○ Sign the diary. ○ Read and practise flashcards ○ Wow words
<p>Key Stage Two (Years 3, 4, 5 and 6)</p>	<p><u>In KS2</u> the discussion that helps with understanding the text is the key role that home can play in moving your child's learning forward.</p> <p>The majority of children by KS2 are capable readers; however their comprehension continues to need development and refinement, even at the very top of KS2. We would expect to see children reading and discussing books of their choice with their parents/carers at least four times a week, with you contributing comments at least three times a week. In upper KS2 we encourage the children</p>	<ul style="list-style-type: none"> ○ Children read at least four times a week and ideally every day. ○ Children to record a comment related to their assessment focus/target each time they read. ○ Parents to support hearing their children read three times a week and

	<p>to be aware of and take some responsibility for their learning; they are expected to record a comment related to their assessment focus and/or target each time they read.</p> <p>Children may sometimes need adult guidance (teacher or parental) to broaden and extend their choice of text and level of challenge. These texts can include traditional fiction and non-fiction texts as well as newspapers, magazines, reading on electronic devices etc. There is guidance, inside each child's reading record book, giving a range of questions, both supportive and challenging to enhance their understanding, as well as suggestions for the types of texts which should be read in each year.</p> <p>The books children take home are graded according to colour bands and include a wide variety of books from different reading schemes. Your child's teacher will move a child on when they can not only read the words easily but also understand and talk about what they have read. Having completed our school reading scheme, each child will move onto 'free readers' which can be sourced from home or school. Every child has the opportunity to take a library book out from the school library once a week alongside their individual reading book.</p>	<p>sign/write a comment in the reading diary.</p> <ul style="list-style-type: none"> ○ A comprehension paper may be part of the home learning. ○ Wow words
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Spellings

Early on in your child's school life spellings may be just a few key words which may come home in the form of phonic books, cards or games. Later spelling patterns will be learnt in school and these may form part of the spellings they bring home to you. Words which do not follow a consistent pattern (some of

which are known as high frequency words) or topic-based spellings may also be sent home for reinforcement. Any spelling practice will enable your child to secure a word for future use in their writing or recognise it in their reading. The quantity of words sent home will increase through the school years, reaching 15-20 per week in upper Key Stage 2, depending on your child's needs. Games are a great way to spell new words and we encourage anything that engages the children in this way. Even at the top of the school word and spelling games can prove very motivating.

<p>Key Stage One (Years 1 and Year 2)</p>	<p>The children will also receive spellings to learn relating to their other work in class or to the Literacy programme. Look, Cover, Write Check is a good way to help learn spellings.</p> <p>Spellings will be given to children from Year One. However, if a teacher feels that some children would benefit from spellings at an earlier stage, this will be discussed with the parents.</p>	<p>High frequency words/topic based words. Maximum of 10 words</p>
<p>Key Stage Two (Years 3, 4, 5 and 6)</p>	<p>The children will also receive spellings to learn relating to their other work in class or to the Literacy programme. Look, Cover, Write, Check is a good way to help learn spellings. There will be a spelling test each week.</p> <p>Three groups of (differentiated) spellings will be provided. Your child will be told by his/her class teacher which group to focus on but they could practise two groups if you feel that it would be appropriate.</p>	<p>spelling list minimum of 10 words - maximum of 20 words</p>

Grammar

<p>Key Stage One (Years 1 and Year 2)</p>	<p>The children will be focussing on various aspects of grammar and punctuation each week. The class teacher may set home learning to practice the following e.g. Sentence starters, Connectives, adjectives etc As the children progress, they may be asked to write some sentences to demonstrate their understanding.</p>	<p>Oral sentences/games</p>
<p>Key Stage Two (Years 3, 4, 5 and 6)</p>	<p>The children will be focussing on various aspects of grammar and punctuation each week. The class teacher will set home learning to practice the following e.g. Sentence starters, Connectives, adjectives etc</p>	<p>Oral sentences/games Paragraphs Grammar papers</p>

Maths

In Key Stage 1 this may involve basic number skills and learning tables. In Key Stage 2, your child will often enjoy showing you the written calculation methods they are learning. Learning multiplication tables and their division facts will be the major focus for home learning. Multiplication grids will be provided for the children to practice and improve their learning each week. Teachers will provide information each week of what is required.

We would also encourage regular practise of ‘real life’ Maths. For example, measuring in DIY, using a recipe, calculating money, shopping – the possibilities are endless, and they all help to boost children’s confidence. Also invaluable, are the very many internet sites which have fun ways to learn and practise Maths.

Our aim is to make home learning in Maths as interesting and relevant as possible.

Learning number bonds and times tables – If your child can remember and use their number bonds and times tables they can access many key aspects of Maths in a confident way. As they move through the school they will be taught how to find the patterns and ‘tricks’ of number bonds and times tables. Practise at home can make all the difference in class.

<p>Key Stage One (Reception, Years 1 and Year 2)</p>	<p>Counting orally Recognition of numerals Writing numbers Number bonds Multiplication tables using simple grids Task related to class learning.</p>	<p>Grids/templates will be provided to practice each week.</p>
<p>Key Stage Two (Years 3, 4, 5 and 6)</p>	<p>Multiplication tables Division facts Task related to class learning</p>	<p>Grids/templates will be provided to practice each week.</p>

If you or your children are unsure about a task that has been set please do not hesitate to approach the class teacher for support, the frustration that comes from not knowing how to help can cause all sorts of tension at home and counteract the positive effects of home learning.

These regular weekly set skills should be completed and returned to the teacher in the time set. This work will be marked and returned each week. We will follow up missed home learning tasks and support families where necessary to ensure every child is offered the same opportunities to be successful.

We believe that the expectation to complete tasks and hand them in on time reinforces good practise for future learning and helps your child to organise

themselves. Younger children will need you to guide them and help them set up good home learning routines. Children in upper KS2 will receive a greater amount of home learning tasks to complete in order to prepare them for the next step of their school life.

Home Learning Guidelines

Key Stage One

All written work should be carried out neatly using a pencil.

Infant children should spend no more than 15 minutes in any evening carrying out their homework.

Key Stage Two

Year 3

Written work will be in either pencil or pen. The class teacher will advise what writing tool should be used for each child on the home learning sheet. All Mathematics work should be in pencil.

Year 4

All Mathematics work should be in pencil.

Years 5 and 6

All written work for Years 5 and 6 should be in ink. All Mathematics work should be in pencil.

Time spent on homework on any evening should be a maximum of . . .

On any evening ...

Years 3 and 4: 20 minutes.

Years 5 and 6: 30 minutes.

In any week ...

Years 3 and 4: 1 1/2 hours

Years 5 and 6: 2 1/2 hours

All children are taught to use joined up handwriting and parents should encourage this when overseeing homework

Guidelines in expectations for each group will be provided in spellings, grammar and maths.

What else might I see coming home to share...

There are so many other opportunities for home learning that will naturally spring from the topics we cover or the questions the children raise, as well as visits and visitors to school, so we want to be open to some children's creativity too.

The following are a list of suggested activities that might be presented during the school year to your child as additional home learning alongside the basic skills work already mentioned. The list is by no means exhaustive and the

staff will think of other stimulating opportunities along the way but it will give you an idea of what might come home with your child.

- A longer term project for KS2 children (once during the year)
- A list of suggestions sent to you for you and your child to choose from – something you decide interests you and will stimulate them (relevant to topic at school that term)
- Something to make, show or share to the class, such as a model
- A suggested trip to the library or research around a topic
- Interviewing someone in the family about the past
- Collecting objects for a school display
- Making a cake for the school stall
- Designing or inventing something new
- Visiting a sight of local interest
- Bringing in photos to share
- Playing a game at home
- Watching a programme on TV and discussing your views
- Keeping a record of a holiday in a diary or scrapbook
- Growing something at home
- Talking about how you take care of someone or something at home

How would we like to see home learning presented.....

- The vast majority of children's home learning tasks throughout the year will be completed in the home learning books provided. For some of the more open or practical tasks set this is obviously not possible or recommended.
- Children are encouraged to take pride in the presentation of their home learning, using appropriate pens and/or pencils, especially in terms of colour.
- Parents are invited to write constructive feedback in the home learning book.
- The home learning book will be marked weekly and children will receive positive comments/awards for good effort and achievement.
- Any additional 'Home Learning' your child has enjoyed can be shared with us too, we would love to see what you have found/made/drawn/grown etc....

Home learning will not be set prior to a school holiday, except when Year 6 are preparing for their end of Key Stage tests. We look forward to sharing the experiences your children have had with you away from school. We would encourage the children to bring in and share anything they wish to after these breaks. There will also be additional guidelines of expectations for children to reach at the end of each year group. This information could help parents to do additional activities with their children if they so wish. Links to online programmes will also be a source for extension work.

Signature of Chair of Governors: Jan Coleman

Signature of Headteacher: Gillian Morris

Reviewed: Annually

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Next Review: November 2015

Other policies referred to: Assessment for Learning Policy