

Home Learning

The Laurels Primary School



The Laurels

PRIMARY SCHOOL

Approved by: Neil Johnson

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Introduction

This document is a statement of the aims and principles and strategies for the setting, managing and marking of home learning at The Laurels Primary School. It should be read in conjunction with the 'Home School Agreement'.

Definition

'Home Learning' refers to any work or activities which children are asked to do outside lesson time, either on their own or with parents/carers.

Aims of Home Learning

Research over a number of years suggests that homework can make an important contribution to pupils' progress at school. Ofsted has noted that there is evidence that pupils in the highest achieving schools spend more time on learning activities at home than pupils in other schools.

Aims

- To develop an effective partnership between the school and parents/carers in pursuing the aims of the school.
- To consolidate and reinforce skills and understanding, particularly in core subject areas.
- To exploit resources for learning, of all kinds, at home.
- To extend school learning, for example through additional reading.
- To encourage children as they get older to develop the confidence and self-discipline needed to study on their own in preparation for the requirements of secondary school and the next steps of their education.

Principles

- There is consistent practice across the school, with regards to managing and responding to home learning.
- There is a regular programme so that everyone – teachers, children and parents/carers – know what to expect each week. Parents /carers are informed about what to expect and frequency in the beginning of year letters.
- What is expected is modelled before the children are expected to carry out tasks at home, especially with regards to accessing online resources.
- Children and parents/carers are very clear about what they need to do.
- Parents/carers are treated as partners in their children's learning.
- There are high expectations of pupils in completing home learning tasks, but also rewards for doing so.
- Children receive prompt, clear feedback on their work, ideally instantly via online resources.

- Home learning will be adapted where necessary according to the children's needs.

Strategies

The following outlines the sort of home learning tasks and how much of it children should do at different stages throughout their school life. The main focus of home learning tasks will be on learning in the core subject areas.

Home learning does not just mean formal exercises carried out by children without help from adults. Particularly in the cases of younger children, it is the involvement of parents/carers and children in joint activities, which can be very brief, which is most valuable in promoting children's learning, and building the partnership between home and school.

Setting of home learning

A start of year letter is sent home showing what home learning should be expected, when it is given out and when it is due back. All tasks will be set on Google Classroom. Paper copies can be provided for children without access to the internet. The use of any online platforms (e.g. MyMaths, Times Table Rockstars etc) will be modelled to children in the classrooms prior to work being set for completion at home, so they are confident with how to access and use them.

We are able to loan laptops to families, and this can be arranged through contacting the school office and requesting a laptop.

Where home learning is done together with adults, children will often receive immediate feedback on what they are doing. It is recognised that children need to receive feedback as speedily as possible when they have worked independently. This may be through class work (for example class discussion or feedback on work, of which the home learning task is a part) or through individual comments from their teacher (verbal or written).

Teachers are interested in feedback from parents/carers, both on how well the children carried out the activities and on whether the activities were interesting/too hard/too easy etc. This can be recorded on Google Classroom.

The following home learning will be set for children on a weekly basis, on Mondays, for completion by the following Monday if work needs to be returned:

- **Early Years**
Daily reading- A phonics book plus a book chosen by child
- **KS1**
Daily reading, with an expectation that 3 reads per week will be recorded in the Reading Records (Reading Records will be collected in and monitored weekly on Mondays, by either a teacher or teaching assistant).

Weekly practise using Numbots, of key number facts, to develop fluency and automaticity.

Either weekly Phonics sheets with words and sentences to practise, linked to Little Wandle, or comprehension activities in the Spring/Summer terms of Year 2.

- **KS2**

- Weekly tasks on MyMaths learning platform, linked to current learning in the classroom.
- Practise of times table facts on Times Table Rockstars, linked to current times table focus.
- Daily reading with an expectation that 5 reads per week will be recorded in the Reading Records (Reading Records will be collected in and monitored weekly on Mondays, by either a teacher or teaching assistant). Completion of quizzes on Accelerated Reader linked to home reading books.
- A task linked to the spellings currently being taught in the classroom, which may be on paper or online using Edshed. There will be no formal spelling tests in school resulting from these tasks.

SEND: The special needs coordinator will be involved in liaising with class teachers around adaptations required to homework, to ensure that it is accessible to all children and suitable for their learning needs and styles.

Support

A voluntary home learning club will be run each week on Thursday lunchtimes for children across the school, where they can access technology and complete homework in a quiet space with the support of a teacher.

Alternatively, children can also attend home learning club after school on Thursdays, via the usual sign up system for clubs, where they can receive the same support as above.

The role of parents/carers in supporting their child

We ask parents/carers to:

- Read to their children daily in YR-Y2
- Listen to their child read their phonic book daily in YR-Y2
- Read for 20! Expect their child to spend at least 20 minutes per day reading in Y3-Y6
- Talk to their children about their learning experiences in school
- Provide a reasonably peaceful, suitable place where children can do their homework.
- Make it clear to children that they value homework, and support the school in explaining how it can help their learning.

- Encourage the children and praise them when they have completed home learning tasks.

Implementation and Monitoring

The implementation of home learning and this policy will be monitored by Mr Johnson (Assistant Head responsible for home learning) throughout the year, with any changes or amendments communicated to parents/carers.