

LOUDWATER COMBINED SCHOOL

Home-Learning Policy

What are the aims of this policy?

- To ensure a consistent, yet progressive, approach to home learning throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for home learning.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to home learning.

What is the purpose of home learning?

- To consolidate reading skills, recognising that reading is a vital tool to access the curriculum, to develop interests and is a pleasurable activity.
- To consolidate, reinforce and extend skills and understanding particularly in English and maths.
- To provide opportunities for parents and children to work together
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners

What is the role of the school?

- To provide parents with a clear policy regarding home learning
- To ensure this policy is fully and consistently followed
- To provide support for parents with information about home learning
- To provide support for key stage two children by providing a home-learning club.

What is the role of the teacher?

- To plan and set a programme of home learning that is appropriate to the needs of the child.
- To ensure all children understand the home learning they have been given.
- To give feedback about home learning
- To be available to talk to parents and children about home learning

What is the role of the parent?

- To support the child in accessing and completing home learning
- To provide the appropriate conditions for the child for home learning
- To provide the appropriate resources for the child to complete the home learning, or to request these from the school
- To consider requests from the school for their child to attend home learning club if there are issues regarding the completion of home learning, in key stage 2.

What is the role of the child in key stage 2?

- To ensure they are able to complete home learning each week and if not ask to use a computer on either Thursday or Friday lunchtimes.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as expected in class.

- To complete the home learning on time

Home learning in Foundation Stage

Learning together is the emphasis for children in Foundation stage. The activities are English based with a strong emphasis on reading together. It is an ideal time to lay the foundations for continuing work at home.

What type of work will my child get?

Reading

Parents will be informed of the themes, phonemes and high frequency words that the children are learning in school each half term Sound books (1 – 7) will form the basis of early reading and will be sent home in the autumn term.

Starting in the autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways.

Adults reading to children

Parents should encourage children to point to words as they are being read. Discussion about the books and pictures is also important. As well as sharing fiction books, it is also valuable to share non-fiction texts.

Children reading to an adult

When they are ready to, children will start bringing simple books home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

Letter formation

At the beginning of the child's first term in Foundation Stage, parents are provided with a sheet to support children with letter formation. This shows where to start and finish when forming each letter and what each letter should look like. Giving children the opportunity to practise forming letters and developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively to avoid falling into bad habits.

Tricky Words

Children learn to read tricky words as part of the 'Letters and Sounds' programme for teaching phonics. After the children have been taught the tricky words in each phase, parents are sent a list of the words the children have learned. Regularly practising reading them, looking out for the words in reading books and playing games with them will really benefit the child. For some children, it will be useful to practise writing the words as well as reading them. The teacher may send home games to give parents some ideas. It would be useful if these words were practiced on a regular basis in the summer holiday before year 1, as well as parents continuing to share books with their child.

How much time should be spent on home learning?

Foundation stage	Maximum of 15 minutes per day (depending upon the child's level) on
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	English based activities including reading.
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Home learning in Key Stage1

For children in Key Stage One we encourage parents to work together with their child to support them in learning at home. The emphasis remains on English and reading but we include ways in which children can be supported with important Maths skills.

With the exception of reading, details of all other activities are found on the class page of the website, for which your child has a log in. If you require paper copies of any activities please let the class teacher know and these will be provided.

What will the home learning look like?

Reading

Reading on a daily basis is extremely valuable when children are in year one and two. Children will bring their reading books home every evening and the role of parents or carers is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Guidance on the range of questions you can ask is provided on the class pages of the website and in the child's reading record.

The reading record must be signed and a comment made each time an adult reads with the child. Inside the reading record, the child's current reading targets are shown. It is equally important and valuable to read books from home and from the library; these should be entered into reading records. On the class page of the website, you will find a list of recommended reading books to help children make choices that will help to develop their reading and their interests.

High Frequency Words

Children will have daily phonics lessons throughout Key Stage 1 that will also include ways the children can build up a secure sight vocabulary. It is vital that children build up a bank of words that they can read and spell on sight. A bank of words will be available on the class page of the web site and will be updated half-termly. Children should practise reading, writing and learning to spell these. Parents can help children to learn these by practising them regularly. The same words will sometimes be included again in order to practise them further. Children should have the opportunity to practice their words over the holidays.

Maths

A range of mathematical activities that parents and children can enjoy together will be available on the class page of the website. These will provide practice and consolidation of the areas the children will be focusing on during each half term. There is also information about the number bonds children need to learn during Year 1 & 2 along with websites that can help develop recall.

Topic

Each half term there will be a selection of websites listed which will support children in their topic learning.

Each half term there will be a creative activity linked to topic, which could be a piece of research, model, a picture, photograph or poster.

How much time should be spent on home learning?

<p>Year 1/2</p> <p>This is only a guide. It is better to do a little and often. Learning together should be fun – if it stops being fun, stop or try a different activity. Please ask the class teacher if you need any help.</p>	<p>10-15 minutes daily reading and discussing a book. 5 minutes recognising and spelling high frequency words, approximately three times a week. 5 minutes learning and practicing number bonds and times tables (Y2), approximately three times a week. A maximum of 10 minutes looking at the topic linked websites each week. The creative topic task may take longer and we recommend that this be spread over several weeks.</p>
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Home learning in Key Stage 2

As children get older, home learning provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children but good habits of independent study should be encouraged.

The main focus for home-learning in Key Stage 2 is reading, where parents still have a key role to play in ensuring that their child reads increasingly challenging texts and is encouraged to discuss what they are reading.

What type of home learning will my child get?

Reading

Children may read to an adult, with an adult or read to themselves, perhaps in the presence of an adult. The story and characters should be explored and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will progress to texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. In the reading record and on the class pages of the website there will be a list of example questions for parents. These should be

used to ask their child about what they have read. There will also be recommended reading lists for each year group.

Children in Key Stage 2 must take increasing responsibility for completing their reading record. Year 3 & 4 children should read for 15 minutes daily. The reading record must be signed by parents at least 3 times each week.

Year 5 & 6 children should read for 20-30 minutes daily. The reading record must be completed at least four times a week and signed by parents at least weekly. Children should ensure that their reading record is brought into school on the day they read in a guided group with their teacher.

English

Each half term children will write a book review of the book they have most enjoyed reading.

The class page will include information about the spelling rules the children are learning during the half term along with word lists and information about how the child can be supported to learn these words.

Year 6 pupils will also have activities linked to grammar and punctuation or reading comprehension.

Maths

A range of mathematical activities that parents and children can enjoy together will be available on the class page of the website. These will provide practice and consolidation of the areas the children will be focusing on during each half term.

There is also information about the multiplication and division facts children need to learn by the end of each year, along with websites that can help develop speed and recall.

Topic

Each half term there will be a selection of websites listed which will support children in their topic learning.

Each half term there will be a creative activity linked to topic, which could be a piece of research, model, a picture, photograph or poster.

Online Activities

Each week there will be a task set focusing on English and/or Maths using the My Maths or I am Learning programmes. These will provide consolidation in an area of class work and be set on a Wednesday to be completed by the end of the weekend. These tasks should take no more than 30 minutes. However if a child completes more quickly and scores below 70% they should repeat the activity, aiming to improve their score. Class teachers are able to see how long each child has spent on the activity and their success rate so that if they remain unsure further support can be given.

How much time should be spent on home learning?

Year 3 and 4	15 minutes reading, each day (Reading record signed by parent 3 times each
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	<p>week).</p> <p>10 minutes on a regular basis spent practicing spellings and learning rules.</p> <p>10 minutes on a regular basis spent learning multiplication and division facts.</p> <p>15-20 minutes exploring the topic linked websites each week.</p> <p>The creative topic task may take longer and we recommend that this be spread over several weeks.</p> <p>20 minutes maximum completing half termly book review,</p> <p>30 minutes maximum to be spent on an online activity each week.</p>
Year 5 and 6	<p>20 – 30 minutes reading daily. (Reading record at least 4 times each week, signed by parent on a weekly basis).</p> <p>15 minutes on a regular basis spent practicing spellings and learning rules.</p> <p>15 minutes on a regular basis spent practicing multiplication and division facts.</p> <p>20 minutes exploring the topic linked websites each week.</p> <p>The creative topic task may take longer and we recommend that this be spread over several weeks.</p> <p>30 minutes maximum completing half termly book review,</p> <p>30 minutes maximum to be spent on an online activity each week.</p> <p>Y6 maximum of 30 minutes on grammar and punctuation activities,</p>

How can parents find out more information about home learning?

Each year group will inform the parents about home learning at the beginning of the year. Transition booklets and the school website will also include this information. Many of the home learning tasks do not need to be returned to school; for those that do these tasks will be set **from Wednesday** and due in on **Monday**. If parents need advice on how to support their children with home learning then they can talk to the class teacher.

Why will children sometimes be given different home learning?

Children who have a Provision Map may sometimes be set different home learning to reinforce the work being done. Additionally children who work in a one to one situation with teaching assistants will sometimes be given different home learning. Such tasks will be set as an alternative to that which is outlined above. If the child is finding they have too much work then parents should speak to the child's teacher.

What about children who do not complete home learning?

The expectation is that children will complete home learning. The most valuable home-learning task is regular reading and discussion of a range of books whatever the age of the child.

Records will be kept of key stage two pupils completing on line home learning and these records will be checked on a regular basis. If there are problems with children not completing home learning the teacher will speak to parents to find out why. If home-learning tasks have not been completed on time, the child will miss some of lunchtime in order to complete tasks. Children in Y5 & Y6 will receive an after school detention if two consecutive pieces of home learning are not completed and handed in on time.

What if a child says they have not received any home learning?

As the home learning will be detailed on the class page of the website, you will be able to see the range of activities as well as those for key stage 2 pupils that have deadlines for completion.

What is the role of the Home-learning Club?

Home learning club is open to pupils in key stage 2.

- To provide support for children experiencing difficulties completing their home learning
- To offer parents information about and strategies for completing home learning
- To provide a suitable environment for the completion of home learning
- To provide access to IT facilities
- To give children the skills to become independent learners

When and where does the Home-learning Club take place?

The Home-learning Club meets after school on a Thursday from 3.30 to 4.30pm

Monitoring and review of policy

This policy will be available on the school website or on request from the school office. Parental comments at consultation evenings and on the annual survey will help us to know whether this policy has provided greater clarity about home learning. It will be reviewed annually.

Reviewed September 2016