St. Mary's C.E. (A) Primary School

Greenfield

Home Learning Policy

'We enjoy learning and achieving in a Christian environment'

Dovestone
LEARNING PARTNERSHIP

ST. MARY'S C.E. (A) PRIMARY SCHOOL

GREENFIELD

HOME LEARNING POLICY

Start children off on the way they should go,
and even when they are old they will not turn from it
Proverbs 22:6

Mission Statement
'We enjoy learning and achieving in a Christian environment'.

Equality Statement
This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

KCSIE
This policy and procedure is subject to the statutory safeguarding and child protection guidance for schools in England, Keeping Children Safe in Education (Continue to embed positive behaviour policy and attention to first conduct, building children's learning behaviours and resilience (latest KCSIE, DFE) which outlines a child-centered and coordinated approach to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility and every person who comes into contact with children in whatever capacity has a role to play. They should therefore consider, at all times, what is in the best interests of the child and take prompt action where necessary.

Introduction
This document outlines our policy for Home Learning at St. Mary's C.E. (A) Primary School. It was created by the whole staff and is reviewed annually, in accordance with the Policy Review Cycle, as outlined in the School Development Plan.

A copy of this policy is made available to all families, via our website, in the Autumn Term each year.

The Purpose of Home Learning
At St. Mary's we believe the purpose of Home Learning is to:

- develop a positive and effective partnership between school and home
- involve families in their pupils' learning
- encourage pupils to talk about their learning
- consolidate, reinforce and extend skills and understanding across the curriculum
- enable pupils to apply skills in real life situations such as shopping, cooking, gardening, supporting a range of settings in which pupils learn
- provide opportunities for parents and pupils to enjoy learning together
- encourage pupils to develop independence in learning
- be planned and prepared alongside other programmes of learning and that effective home learning practices are established early on and develop progressively as pupils move through the school
- reflect developments within education and the range of learning styles, for example, the use of ICT and preferred learning styles

The Role of School in Home Learning is to:

- set and value purposeful, interesting and appropriate Home Learning with due consideration for individual ability
- clearly explain Home Learning to all pupils
- monitor the pupil's approach to and completion of home learning and discuss with parents and the pupil

The role of Pupils in Home Learning is to:

- listen carefully to the instructions they are given in school
- organise themselves effectively in order that Home Learning is completed on time and returned to school as appropriate
- ensure Home Learning is always the same high quality as school learning

The role of Parents in Home Learning is to:

- make it clear to their child that they value Home Learning
- ensure their child reads each day
- provide a suitable place for Home Learning to be done
- encourage and praise their child when Home Learning is completed
- be actively involved in home learning activities as appropriate
- support their child in returning Home Learning on time
- ensure the Home Learning is completed neatly and with care

In Key Stage One, it is important to establish partnerships with parents/carers and involve them actively in their child's learning. Home Learning activities can be brief and may include activities such as:

- simple games
- spellings
- number facts
- reading
- activities and project-based work to be shared together
- These activities give younger pupils opportunity to talk about what they are learning, and to practise skills in a supportive environment.

In Key Stage Two, Home Learning provides more of an opportunity for pupils to develop the skills of independent learning, which should increasingly become its main purpose. By the time pupils reach Year 6, Home Learning should cover a range of tasks and curriculum content. Activities may include

- reading
- number games
- Times Tables
- spelling
- activities and project-based work to be shared together

At St Mary's we recognise that home learning needs to be consistent, regular, purposeful and of quality. Therefore, we have produced the attached Home Learning routine for each class which will be reviewed when necessary.

Time Allocation

The exact amount of time spent on Home Learning is much less important than the quality and purpose of the activities and individual ability must always be taken into account. **It is important to note that this includes time spent reading on a daily basis.**

What are the expectations for Home Learning in each class?

Reception

Home Learning in Reception aims to develop a positive and effective partnership between school and home and encourage parents to be fully involved in their child's learning and education.

- Read, Write, Inc. file and flash cards are sent home weekly, with the Home Communication Book which details phonics and reading activities to share at home;
- Bedtime reading bags sent home weekly with books from the 50 Recommended Reads for Reception included. These books are for parents to read to their child and encourage the love of reading!

Year 1

- RWI Bookbag books sent home once a week.
- RWI eBooks sent home once a week.
- Storybooks sent home to share.
- reading encouraged every night
- weekly spellings to learn and practise, related to RWI scheme, when appropriate

Year 2

- RWI Bookbag books sent home once a week.
- RWI eBooks sent home once a week.
- Storybooks to share sent home fortnightly.
- reading encouraged every night with record books collected in once a week.
- weekly spellings to learn and practise, with focus on keywords initially, followed by Spelling Shed scheme.
- Basic skills practice sheets sent home once a week.

Year 3

- Weekly spellings to learn and practise for a weekly assessment in school
- Times Tables Rock Stars, 5 minutes weekly
- Physical Times Tables sheet, if needed/requested
- Daily reading
- Reading record, weekly

Year 4

- Weekly spellings to learn and practise for a weekly assessment in school
- Times Tables Rock Stars, 10 minutes weekly
- Physical Times Tables sheet, if needed/requested
- Weekly times tables times home learning sheet
- Daily reading

Year 5

- Weekly spellings to learn and practise for a weekly assessment in school
- Times Tables Rock Stars, 10 minutes weekly
    - Physical Times Tables sheet, if needed/requested
- Daily reading
- Reading record book, weekly

Year 6

- Weekly spellings to learn and practise for a weekly assessment in school (50% unseen)
- Times Tables Rock Stars, 10 minutes weekly
- Physical Times Tables sheet, if needed/requested
- Weekly arithmetic questions from gaps in current knowledge
- Weekly reading task
- Daily reading

All year groups will send appropriate home learning tasks as they arise within their topics.

Any children who do not complete work in class, due to not working to their ability, or refusing to complete work, will be asked to complete this at home.

Handing in Home Learning

It is crucial that Home Learning is handed in on time, according to the routines and requirements of your child's year group. At the beginning of each academic year, class teachers make clear their expectations around Home Learning, including the day(s) on which completed Home Learning should be given in. A record is kept of all Home Learning handed in, including a note of any work that is not given in on time. After three instances of Home Learning being handed in late, a letter (See Appendix 1, for example) is sent home.

Online applications used for home learning

Appropriate filtering and monitoring systems are applied to any digital applications used in home learning. Parents are aware of their responsibility for safe internet and digital platforms use via our E-Safety policy.

Next review: Autumn 2025 or as appropriate in relation to any changes in legislation or policy. This policy will stand until the next review.

Appendix 1

St Mary's C.E. (A) School
Manchester Road
Greenfield
Saddleworth
OL3 7DW

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Email: info@greenfieldstmary.oldham.sch.uk
Website: www.greenfieldstmarysprimaryschool.co.uk
gsmprimary

Headteacher: Mrs S M Hall BA (Hons), QTS, NPQH;
Deputy Headteacher: Mr R Selby BA (Hons), PGCE;

(Date)

Dear (Parent's name),

I am writing to inform you that (child's name) has not returned his/her Home Learning on time on three occasions.

As outlined in the class newsletter, if a child does not return their Home Learning by the given day on three occasions, I inform their parents. Home Learning is set every Thursday and is due to be returned by the following Tuesday.

I would ask that you please encourage (child's name) to complete it and return it to school on the relevant day.

If you have any questions or concerns please contact me. Please sign and return the slip below as acknowledgement of receiving this letter.

Thank you for your support,

(Signed by teacher)

I have read the letter re: Home Learning.
I agree to encourage my child to complete and return the weekly tasks every Tuesday.

Comments:

'We enjoy learning and achieving in a Christian environment'