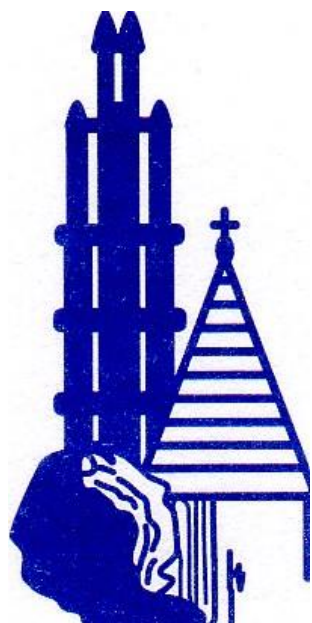


Hadlow Primary School



Home Learning Policy

Signed Chair of Governors	Date: November 2023
Signed Headteacher	Date for Review: November 2025

Home Learning at Hadlow Primary School

Home Learning Intent

At Hadlow Primary School, we believe that home learning is an important aspect of our curriculum offer. Home learning seeks not only to consolidate core knowledge and prior learning, but to extend and enhance the curriculum offer in school.

We intend for all home learning to be purposeful, accessible and enjoyable for all. The range of activities offer our pupils variety and ownership, whilst giving a clear framework and consistent expectations.

For home learning to make a positive difference to children's progress there needs to be a genuine, transparent and supportive partnership between pupils, teachers and families. When this partnership is effective, pupils develop the attitudes and skills that they need to become ambitious, inspired and resilient lifelong learners.

Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child's expectations
- Ensure consistency of approach throughout the school.
- To use home learning as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy
- To encourage the development of metacognition skills so that pupils have the confidence and self-discipline to study productively on their own
- To prepare Year 6 pupils for the transfer to secondary school.

Home Learning Tasks

Home Reading

EYFS and KS1 pupils now follow the Success for All Phonics programme. They will have a decodable book, which has been used in class as a shared reader, sent home weekly. This gives the children the opportunity to consolidate their phonetic knowledge, build confidence and fluency with systematic, synthetic phonics. If a child is working below this level, they will also receive a simpler book matched to the GPCs that they are confident. All pupils will take home a reading for pleasure book, to be shared with parents. Parents should model great reading to the children with this text.

Pupils in KS2 will be expected to read daily, with comprehension and inference skills developed through high quality book talk. Children are formally assessed at least termly and both Teachers and Teaching Assistants listen to all children read at least once a week in school. This ensures that the book band your child is working within is accurate, when looking at both reading ability and comprehension of the text. Pupils in KS2 read books linked to the Oxford levels; we hope that most pupils will enjoy books from white band and beyond as they move into KS2. Those working below expectations will be given books matched to their phonic ability. When a child has confidently accessed all reading levels, they will then become a free reader and get to choose books from the class book corner and school library to take home and enjoy. All pupils can take a reading for pleasure book home, alongside their carefully matched decodable book.

Home Learning

All children in the school will be given one piece of home learning to complete weekly. Children will be given a mind map at the beginning of each term, which will illustrate all home learning tasks for the term. The children then have the entitlement to choose which task they would like to complete each week. This gives parents a good idea of what tasks are coming up, so that resources and support can be provided. It also gives the children a chance to speak to their Teachers and Teaching Assistants if they are stuck for ideas or struggling with a particular piece. The tasks are a combination of Talk Time, Creative and Maths/English activities, which are personalised and linked to children's specific target areas. Additional home learning may be given in Year 5 and 6 to support with assessment preparation. Pupils are also encouraged to access First News iHub and TT Rockstars at home to increase their skills and fluency, as well as any focused interventions. Parents are expected to complete the home learning form available in books, to comment on their child's engagement, progress and success whilst learning at home.

Talk Time

The purpose of Talk Time homework is to encourage a learning conversation between children and adults at home. Teachers will set topics for conversation, which will be linked to an aspect of the children's learning for the term. Children are not always expected to evidence this in their home learning books, but many benefit from summarising the discussion in the form of a mind map or bullet points. Sometimes children will be asked to present what they have learnt from their talk time to the class. We want our children to be expert talkers! It is hard to be a good writer if you are not a good speaker, so Talk Times using ambitious words, useful phrases and interesting sentences is the best way to support your child. It is also a wonderful opportunity for you to engage in meaningful dialogue with your children about their learning in school.

Creative

Creative tasks are an opportunity for your child to choose how they want to demonstrate their learning. The purpose is to not only develop their learning, but to encourage pride in their presentation skills.

Some suggestions are:

- Create a diagram with notes
- Write a story, diary entry, newspaper report or comic strip.
- Make a poster
- Build a model
- Design and make a game to help other children learn the skill

The role of the Parent or Carer is to encourage and, support and help, but (obviously) never to take over and do the learning! Teachers always look forward to seeing how creative children can be.

Maths/ English Activities

These activities are personalised and linked to the individual child's target area. This may be retrieving or consolidating something that they have previously learnt, skill repetition, extension or challenge.

These will not be new concepts and the children should be familiar and comfortable with the tasks set. Pupils with SEN should be given simpler tasks linked to their gaps in skills and knowledge.

If parents have any questions or need extra support, they can email their child's class account and Teachers will be happy to help.

Spelling

In the EYFS, all pupils are given a tricky 'red' word to learn at home weekly. Pupils are encouraged to use this word in their writing. All pupils in KS1 are given six spelling words linked to the GPC's learnt in the previous week, ensuring opportunities for consolidation, application and assessment. Pupils are challenged to spell and apply these words every Friday. Pupils in LKS2 are given eight spelling words, linked to the spelling rules and patterns learnt in the previous week, for consolidation, application and assessment. Pupils in UKS2 receive 10 spelling words weekly; two of which may be more topic based and linked to a specific area of the curriculum. All KS2 pupils are challenged to spell and apply these words every Friday, also

Most children will be given the same words to learn weekly, as a whole class moving-together approach. Pupils with SEN and/or EAL may need support with their spelling and should be given a reduced number of words to learn at home each week. If any pupils are working below the curriculum and cannot access age-appropriate content, they will access spelling content from the previous year(s). Successful spellers will be encouraged to apply their knowledge to a range of application activities, and should not move ahead.

Children must practise their spellings frequently to ensure that they are not only successful in their weekly spelling tests, but they are applying their spelling to their writing. Although copying the words out in pencil works for some learners, a more creative approach has longer lasting impact. For example, bubble writing, colourful writing, writing the word in different shapes/styles etc.

Expectations

Home learning should be a positive experience, which is shared by both parents and children. Although we expect the finished learning to be produced independently by the children, parents support is essential to help children with discussing, planning and resourcing their learning. Home learning should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school for extra support. If home learning is not completed in KS2, children may be expected to complete this during their lunch time. This is also the case with reading.

Foundation Stage- Apple Class

- 5 minute daily reading
- Weekly home learning task – no more than 15 minutes
- 1 spelling a week

Year One- Plum Class

- 5 minute daily reading
- Weekly home learning task – no more than 30 minutes
- Weekly spellings- regular practice

Year Two- Cherry Class

- 5 minute daily reading
- Weekly home learning task – no more than 45 minutes
- Weekly spellings- regular practice

Year Three- Oak Class

- 10 minute daily reading
- Weekly home learning task – no more than 1 hour
- Weekly spellings- regular practice

Year Four- Chestnut Class

- 10 minute daily reading
- Weekly home learning task – no more than 1 hour
- Weekly spellings- regular practice

Year Five- Maple Class

- 15 minute daily reading
- Weekly home learning task – no more than 1.5 hours
- Weekly spellings- regular practice

Year Six- Rowan Class

- 15 minute daily reading
- Weekly home learning task – no more than 1.5 hours
- Weekly spellings- regular practice

Role of the Class Teacher

- To provide a home learning mind map at the beginning of each term, which briefly outlines each task and possible ideas.
- To ensure that home learning is purposeful, engaging and meets the needs of all learners.
- To ensure that Maths and English activities are linked to current concepts.
- To set home learning that is fully inclusive for all children.
- To reward and praise children who regularly complete home learning tasks.
- To mark home learning appropriately through written or verbal feedback.
- To regularly assess reading to ensure that children are reading a book well matched to their decoding ability.
- To ensure that reading records are checked daily.
- To set spellings termly and assess children weekly.

Role of Parents/Carers

- To support the school by ensuring that their child attempts and completes home learning regularly.
- To provide a suitable place for their child to carry out their home learning where they are undisturbed.
- To encourage and praise their child when they have completed their home learning.
- To become actively involved and support their child with home learning activities.
- To make it clear that they value home learning and they support the school by explaining how it can help learning.
- To sign their child's reading record daily to signal that they have read at home.
- To support their child with learning and applying their weekly spellings.

At Hadlow Primary School we are very keen for parents to support and help their children with home learning. We take the view that children are likely to get more out of an activity if parents get involved, as long as independence is still encouraged with the final outcome. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.