

St Joseph's Catholic Primary School, Gateshead

Home Learning Policy



Mission Statement

Aim high, Care for others as Jesus does, Everyone welcome.

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Home Learning Policy

Learning at home is an essential part of a child's education. A child is in school for around six and a half hours a day, and learning does not (and should not) stop when a child leaves the school premises. Regular Home Learning is important as it gives children the opportunity to consolidate skills that they have learnt at school, as well as developing and improving important life skills. Children develop confidence and independence with their learning and these skills will support them throughout their time at school and into adult life.

Home Learning is defined as 'out of school tasks set for children as an extension of their learning'. Home Learning is aimed to promote a love of learning and discovery.

Purpose

- To promote a love of learning and discovery for its own sake.
- To enhance individual creativity and independent thinking.
- To embed, enrich and complement the school curriculum by extending it beyond the classroom environment.
- To practice and consolidate basic skills and knowledge, especially in number work, reading and spelling.
- To encourage children to develop the responsibility, confidence and self-discipline needed to become life-long learners.
- To provide opportunities for parents, children and the school to work together in partnership.
- To promote opportunities for learning across our wider community.

Practice

- Home Learning should enhance family life and not impact negatively upon it.
- Children will be expected to apply the same high standards to Home Learning as they would to class work.
- The frequency and length of the tasks will vary according to the year group of the child. Children will be set weekly home learning and a variety of tasks to be completed over a period of time.
- All children across the school will be reading at home regularly. It is important to encourage children to read for pleasure.
- Home Learning can consist of: daily reading, regular spelling and maths activities (such as learning number bonds and times tables). It may also include an extension of work begun in school, additional research, projects, collecting information, investigations and online learning. At certain times of the year, it may include learning words and songs for an event, such as a class Liturgy, Nativity Play, Easter Play, summer production.
- Home Learning can give parents the opportunity to work collaboratively with their child on a task, but mainly it needs to be the children's, not the parent's, work. We assess children's Home Learning on an individual basis, and we do not compare one child's Home Learning with another.
- Home Learning is monitored; if a child **regularly** fails to return Home Learning, discussions will be held with the child's parents to ascertain the reasons and what can be done to support the child in the completion of the Home Learning tasks. On occasions, the completion of a Home Learning task will not be possible due to other commitments; this is recognised and accepted. If this is the case, the class teacher should be informed to ensure this is understood.
- Children who have been instructed to remain at home but are not unwell will be supplied learning as per our Remote Learning Policy 2020.

- Home Learning in the form of worksheets, workbooks or textbooks will not be provided for absent children; for example, children who are out of school for a family holiday or for periods of sickness. If a child wishes to undertake additional work, we will encourage them to do personal research on the topics covered within the class.

Responsibilities

- **Children are responsible** for collecting, completing and returning their Home Learning on time.
- Parents are responsible for ensuring that their children have completed their Home Learning satisfactorily and to the required standard.
- When Home Learning is to be completed over a number of weeks, it is important for children to do little bits regularly so as to avoid a mad rush at the end and the additional stress that this causes.
- Teachers are responsible for setting Home Learning on a regular basis in accordance with the Home Learning timetable.

Communication

- Home Learning is explained to the children and, where appropriate, additional information will be given to the parents including information on tasks, duration and deadlines.
- If your child has either found a task too easy, or too difficult, please let your child's class teacher know.
- If you need to clarify anything regarding Home Learning, your child's class teacher will be happy to help.

Home Reading

Reading with your child is vital. It is important that parents read frequently with their child and that they talk together about what they have read. It is best to read little and often.

Reading at home must become more than just '*homework*'. We want to encourage a love of reading, so enjoying books shouldn't just be about reading words on a page. Books can open up new worlds and present new ideas for you and your child to discuss. It is so important to talk about what has been read, lingering over it for as long as wanted or needed.

All children enjoy being read to (even in Year 6!). It means that they can enjoy content that they can't necessarily access independently. It is important to continue listening to your child read out loud, even when they are a confident reader. This means that they continue to strengthen their comprehension skills, they can be encouraged to read with expression, and they have the opportunity to discuss what they have read with others. Books will be sent home from school to support you as you read with your child. These should supplement all the reading and enjoyment of books that is already happening within the family.

What activities does Home Learning consist of?

Foundation Stage

Reading

Reading activities will be given depending on the child's ability. These will include reading scheme books and library books. It is expected that a child should be read to or read with every day irrespective of age or reading ability.

Supporting Reading Activities

- Phonics activity to share each daily sound being learnt in school
- Red and Green Words, to practice tricky words and high frequency words

Online activities

A variety of activities which children can access with their own logins.

Key Stage 1 Spelling

National Curriculum word lists are there for year groups. Spelling tests have limited impact on a child's learning, except for assessment purposes, whereas learning the spelling rules is essential.

Reading

Reading activities will be given depending on the child's ability. These may include reading scheme books, library books, or class group readers. It is expected that a child should be read to or read with every day irrespective of age or reading ability.

Maths

Children benefit from consolidation of number bonds to 10 and 20 and multiplication facts for the 2, 5 and 10 times tables. If they become confident with these tables, they can practice the division facts for these tables. When children are confident with these, they can then go on to the 3 and 4 times tables. Online Maths activities/games are available through Times Table Rockstars.

Subject / topic-based homework

Subject / topic-based homework will be given to children to support the curriculum, e.g. they could be asked to go on a nature walk in order to describe seasonal changes or asked to find out a little more about the topic they are learning about in class.

Key Stage 2 Spelling

Spelling activities are given and where necessary linked to handwriting practice. Spelling tests have limited impact on a child's learning, except for assessment purposes, whereas learning the spelling rules is essential

Reading

Reading activities will be given depending on the child's ability. This may include reading scheme book, library books, or class group readers.

It is expected that a child should be read to or read with every day irrespective of age or reading ability.

Maths

Lower Key Stage 2: By the end of Year 4, children are expected to know all multiplication and division facts for times tables to 12x12. Children work on these in school but also need to be practicing times tables at home. There are many apps and websites aimed at encouraging times table fluency.

It is important to continue to practice times tables even when children are confident with them. Interactive (online) or paper-based Maths activities.

Upper Key Stage 2: Any child who is not confident with the multiplication and division facts for all tables to 12x12 should be practicing them at home as a priority. Children can also consolidate their learning in school through suggestions from the class teacher. Interactive (online) or paper-based maths activities.

Parent Support

“When you cut it for me, write for me, open it for me, set it up for me, draw it for me, find it for me, tie my laces for me, **do my homework for me....**

All I learn is that you are better than me.”

(Montessori inspiration quote for encouraging child independence)

Please support your child with their home learning but do not do it for them.

Home Learning Timetable Expectations
20mins of happy home-learning is worth more than an hour of frustration
 Children should be encouraged to read a range of texts.

Year	Essential Daily Home Learning	Examples of Weekly Home Learning task Weekly tasks given on a Monday - Returned on a Monday
Early Years	Daily reading time 10mins Your child should be read to, as well as read with.	Phonic activities, spotting, saying, writing, letters and sounds books, Tricky word practice. Counting, number spotting, number bonds, Interactive or paper-based maths activities. Approximate time per week : 20/30 minutes
Year 1	Daily reading 15 minutes Your child should be read to, as well as read with.	Phonic activities. Counting, number spotting, number bonds, Interactive or paper-based maths activities. Approximate time per week 20/30 minutes
Year 2	Daily reading 15 minutes Your child should be read to, as well as read with.	Handwriting linked with the spelling and phonic activities. Counting, number spotting, number bonds, Times Tables, Interactive or paper-based maths activities. Approximate time per week 30/40 minutes
Year 3	Daily reading 20 minutes Listen to, as well as read with, your child	Handwriting Linked with the Spelling activities, Counting, number spotting, number bonds, Times Tables, Interactive or paper-based maths activities. Approximate time per week 30/40 minutes
Year 4	Daily reading 20 minutes Listen to, as well as read with, your child	Handwriting Linked with the Spelling/ activities, Maths activities, number bonds, times tables, problem solving, Interactive or paper-based maths activities. Approximate time per week 30/40 minutes
Year 5	Daily reading 20 minutes Listen to, as well as read with, your child	Spelling and phonic activities, Maths activities, problem solving, times tables, Interactive or paper-based maths activities. Approximate time per week 40/60 minutes (distributed over a number of days)
Year 6	Daily reading 20 minutes Listen to, as well as read with, your child	Spelling activities Maths activities, problem solving, times tables, Interactive or paper-based maths activities. Approximate time per week Up to 1hr30minutes - 2hrs (distributed over a number of days)

A desire to learn is a life skill which we hope to engender within our pupils.
This cannot be achieved without parental support.
 Thank you.