Home Learning Policy

Statement of intent:

At Burley Oaks Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Burley Oaks Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

The main priority is to prevent an emergency from occurring in the setting; however, this is sometimes, unfortunately, out of the hands of the school. In an emergency, staff members at Burley Oaks Primary School will endeavour to take all reasonable actions in order to ensure the safety of pupils.
The procedures outlined in this policy aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils, staff members and visitors.

This policy was agreed in September 2024 and will be reviewed in September 2027.

Chair of Governors Christine A Smith Date 19 September 2024

Headteacher Date 19 September 2024

Home Learning Policy

Our capacity to learn, re-learn and adapt, to obtain, assimilate and apply the right knowledge effectively is key. Learning has the power to transform us all. None of us learns in isolation.

Rationale/Aims
At Burley Oaks we work very hard to ensure that children reach their maximum potential at primary school and that they are prepared for being confident learners and well-rounded citizens in the future.

Our home learning policy aims to build on this by developing independent learning by providing opportunities to consolidate and reinforce the skills and knowledge developed at school.

Home learning requires careful planning and integration into the scheme of work of each curriculum area. It has the most impact when:

- there is a clear purpose
- tasks are specific and linked to the learning that is taking place in the classroom
- feedback is provided

Home learning helps children to learn the importance of:

- being responsible for learning
- effective study habits
- developing perseverance

Home – School Partnerships
Partnerships between home and school are crucial in supporting children's development and learning. Home learning helps parents to develop a picture of their child's attainment and progress and provides an opportunity to reinforce the importance of learning as a vital tool. Parents, carers and families are by far the most important influences in a child's life. They are the first and ongoing educators of their children and, as such, we believe they should receive information and support to help develop learning at home and in the community. Your support plays a vital role at all stages of education.

Role of teachers
Each class teacher will ensure that:

- home learning is explained clearly to all children
- home learning is set and marked regularly with due consideration for individual ability
- feedback will be given to the child so that they know how well they have done and how they can improve
- the child's approach to and completion of home learning is monitored and discussed with parents and child;

- home learning or reading not done at home will be done during playtime within school time, if necessary.
- if a child fails to read or do their home learning on two consecutive occasions a letter will be sent home reminding parents/ carers of the expectations.

Type and amount of Home learning

Home learning is not simply about sitting down at a desk and reading or writing. Families talking about what they have learned in school can be the most valuable home learning of all, especially if interest is shown and an active role taken by asking your child questions. Taking advantage of the huge range of free entry museums, galleries and parks or involvement in sporting clubs, scouting or guiding, playing an instrument or singing in a choir are equally valid in the holistic development and nurturing of children.

Reading and developing a love of books – reading is the gateway to all learning

Sharing a range of high-quality picture books and texts with children is vital to promote a love of books and reading and supports language development. We believe that, as well as sharing many books and authors in school with children, parents should continue to read books to their child as well as hearing them read systematically chosen, age-appropriate books sent home from school.

We expect all pupils from Reception to Year 6 to read regularly.
Parents are asked to record this in the child's reading record, which should be brought to school daily – this builds up a picture of a child's reading behaviour, interests, ability and is a valuable resource for parents and teachers alike when considering next steps for a child's reading development. We would recommend the adult holds the following sorts of discussions whilst reading:

- Can you summarise the story so far?
- Why do you think that the author chose that word?
- What effect does this sentence have on the reader?
- Does this remind you of any other books you have read?

As well as talking about the language, vocabulary and grammar within books, discussing the pictures with an adult is of equal importance when developing reading, comprehension and language skills. Parents could encourage children to take note of a character's expressions, predict where characters are going, describe settings, discuss characters and talk about what time of day they story is set, for example. We encourage all children to read a range of texts including fiction, non-fiction and poetry as well as a range of authors. Children may choose to read magazines, newspapers or 'Sora' online.

Number and Maths

As with reading, try to make maths as much fun as possible - games, puzzles and jigsaws are a great way to start. It's also important to show how we use maths skills in our everyday lives and to involve your child in this. Identifying problems and solving them can also help your child develop maths skills. If you see him or her puzzling over something, talk about the problem and try to work out the solution together. Don't shy away from maths if you didn't like it at school. Try to find new ways to enjoy the subject with your child.

Tips for helping your child to enjoy maths:

- Point out the different shapes to be found around your home.
- Take your child shopping and talk about the quantities of anything you buy.
- Let your child handle money and work out how much things cost.
- Look together for numbers on street signs and car registration plates.

Specific maths activities/home learning will focus on developing understanding and fluency in number which might be by practising number bonds and facts, doubling/halving or times tables. The 'Learn by Heart'/Key Facts resources support key knowledge and skills for each of the three terms for all year groups.

Reception

In Reception, parents/carers are asked to work with their child at home on a regular basis for short periods of time to ensure that learning is kept fun and is a task enjoyed by both children and adults. Adults are encouraged to:

- Read with their child and ask questions about what they have read and what they have seen in the pictures. Children should be encouraged to share their predictions about what might happen next and why.
- We ask parents to follow the '3 Reads' approach to reading.
  Read 1: Decode
  Read 2: Fluency and Expression
  Read 3: Comprehension

Re-reading a book is the key to your child developing into a fluent, confident reader.

- Support children in their phonics development recognising letters by saying the letter names (graphemes) as well as recalling the sounds they make (phonemes) using the Little Wandle phonic and tricky words home learning book.
- Support children in their writing journey; from mark making skills, to writing CVC words and forming simple sentences.
- Count everyday items and objects on a regular and informal basis as well as point out and encourage children to practise writing numerals for real purposes.
- Have a go at the '50 things to do before you are 5' challenges with a focus on language and movement.

Year 1

- We ask parents to listen to their child read at least three times a week and record these in their reading record. You do not need to read for a long period of time, but please do ask questions about the story so far. Ask your child to make predictions about what might happen and encourage them to make connections to their own life and experiences. It is also important for children to be read to regularly.
- Spellings will be sent out after the first half term. These will be linked to our 'Little Wandle' classroom phonics teaching each week. We shall informally test these words in our written dictation during our written sentence work in class.
- Each half term, we will be sending home an overview of maths activities for you to do with your child. These will be linked to the week's learning in the classroom and will help you to support your child at home, as well as giving you a clear understanding of what is expected of each child in Year 1.

Year 2

- In year 2, we ask for children to read their books at least three times a week and record these in their reading record. You do not need to read for a long period of time, but please do ask questions about the story so far. Ask your child to make predictions about what might happen and encourage them to make connections to their own life and experiences. It is also important for children to be read to regularly.
- Practise weekly spellings. These spellings will be linked to the curriculum spelling requirements for each year group; be key topic words relating to the curriculum or follow a spelling pattern which has been taught. Spellings will be sent home weekly along with spelling activities and games.
- A half termly maths guidance sheet will be sent home with tips for supporting maths progress which includes times tables knowledge for 2x, 5x and 10x. After Christmas, we also ask for you to begin times tables learning and reinforce key number skills.

Years 3 and 4

- In year 3 and 4, we ask for children to complete at least three readings at home per week and record these in their reading record.
- We ask that children practise the times tables three times a week in preparation for knowing all their times tables up to 12x12 at the end of year 4. Daily, little and often, practice or games on Times Tables Rockstars is good to support this knowledge.

- Children will also be expected to practise spellings each week in order to build up their spelling ability and help to make the writing process easier. Expectations surrounding spellings will be communicated by class teachers, weekly. Children need to know what these words mean and be able to use them in context.

Years 5 and 6

Home learning will be given out on a set day determined by class teachers at the beginning of the school year.

Each week, English home learning will consist of:

- Spellings: each child will receive a set of spellings every week from their class teacher. Each week they will be tested on their given words. Children need to know what these words mean and be able to use them in context.
- Reading: All children read at home daily in some capacity. We would expect a more focused session of reading, with an adult, for around 20 minutes, twice a week. This should include discussing vocabulary, asking and answering questions and being read to. We encourage all children to read a range of texts including fiction, non-fiction and poetry as well as a range of authors. Children may choose to read magazines, newspapers or 'Sora' online. Reading must be recorded in a child's reading record.

- *Writing, grammar or reading task as appropriate to that week's work. The work will be based on the skills taught and consolidated in class and will be completed in home learning books or on Google Classroom.*

Each week, maths home learning will consist of:

- Times tables will be practised twice a week on TTRockstars and in other ways as directed as the class teacher. All children should confidently know up to 12 x 12 by the end of year 4 and therefore, this work is consolidation and maintenance practice along with using and applying the skill.
- *Maths home learning will vary from written tasks to deeper problem solving. The home learning will link to the end of year group expectations and may consolidate learning; be used as a preparation tool for the following week's learning or be used to 'keep learning warm'.*

The tasks in italics will alternate between weeks in year 5 and 6.

Should a class teacher in any year group feel a short task in a wider curriculum area would benefit children's learning in school then this will be set at their discretion. This home learning would focus on committing learning to long term memory and reinforcing classroom teaching and learning.

Home learning Diary

Children in Key Stage 2 will each be given a home learning diary. Parents are asked to check the diary and sign it at least once a week. Particularly for older children, the diary is an excellent means of communication and encourages children to be both independent and responsible for their own learning.

Rewards

Home learning will always be marked for children. Children will receive a variety of incentives including praise, house points and celebration of good work. Children who have not completed home learning will be asked to complete this at the earliest opportunity. Parents will be contacted when home learning is not completed on a regular basis.

Concerns

Parents are welcome to contact the class teacher if they require any support or have any questions about their child's home learning or, indeed, if clarification is required.

Home learning is not intended to be a chore or to cause problems in the home environment and we strongly support parents in making a decision as to whether it is appropriate to complete a task if a child is distressed or has been taking an inordinate amount of time to complete the activity.

Communication is vital and parents are urged to speak with the class teacher who set the task.