



Sandford St. Martin's
PRIMARY SCHOOL

Home Learning Policy 2022-24

Our mission: Roots to grow... wings to soar.

Equality: This policy should be read in conjunction with the School's Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.

Safeguarding: If there are any 'Safeguarding' issues that arise from the implementation of this policy then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.

Home Learning Policy

***Parents are important partners in their children's learning.
Children who are supported at home do better at school.***

1. Introduction

At Sandford St Martin's Primary School we are committed to building strong home/school links. We know that education is most effective where there is a positive partnership between home and school. We hope that additional learning at home will increase a child's enjoyment of learning and his/her understanding. We know that it is crucial that we offer support to parents so that there is a better understanding of how learning can be further extended at home. Throughout the year we provide opportunities for parents to learn more about their child's learning in school through curriculum evenings, drop-in sessions, parent workshops, Learning Exhibitions and information accessed through year group pages on our website. In this policy home learning refers to any activity which children are asked to complete outside of lesson time, usually with parents or carers. In line with the school Marking and Feedback policy teachers make every effort to value children's work individually; but it is recognized that it is not realistic for every piece of home learning to be marked or commented on individually and therefore feedback may be given as a group.

2. Rationale for Home Learning

Home Learning is an important part of a child's education, and can add much to a child's development. We see home learning as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that home learning is one of the main ways in which children can acquire the skill of independent learning. Home learning plays a positive role in raising a child's level of attainment, however, we also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our children. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

3. Aims and Objectives

The aims and objectives of home learning are:

- to enable children to make maximum progress in their academic and social development;
- to help children develop the skills of an independent learner;

- to promote cooperation between home and school in supporting each child's learning;
- to enable some aspects of the curriculum to be further explored independently;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good learning habits for the future.

4. Types of Home Learning

Staff and children regard home learning as an integral part of the curriculum, it is planned and prepared alongside all units of learning.

In Foundation Stage (Reception) children

Our Reception children are encouraged to read at home with an adult every day - this includes sharing books together and adults reading to their child. Phonics folders are sent home so that parents can reinforce / support their child's phonic learning.

In Key Stage 1 (years one and two)

In Year 1 we ask parents to support their child through home learning. This includes reading daily for approximately ten minutes (remember this can include sharing books and parents reading to their child) and consolidating your child's daily phonics learning in school. In addition, children will be given one piece of home learning a week either Phonics, Tricky words or Maths. This will be linked to work that has taken place in school each week. -Practical activities such as weighing cooking ingredients, handling real money and familiarising children with measures are of great value. These will not be set as explicit home learning activities however we are keen to encourage parents to share these kinds of experiences with children to support their ongoing contextual learning. In Year 2 the expectation is for a minimum of three reads at home during a week and these reads are to be logged on the Go Read system by parents / children. We also ask that children practice decoding words using the phonic sheets that come home each week which show the new focus code or pronunciation. Additionally, there are a number of apps which are good for ongoing practice – Numbots to practice number fluency, Time Table Rock Stars (TTRS) to practice times tables, Bugclub to supplement reading and is particularly good to practice answering comprehension questions and EdShed to practice spellings.

In Key Stage 2 (years three, four, five and six)

We continue to ask parents to support their child through home learning activities but we expect children to complete more tasks independently. Each week children will be asked to complete reading at home (remember this can include sharing books). The expectation is for a minimum of three reads at home during a week and these reads are to be logged on the Go Read system by parents / children.

In addition to reading, Year 4, 5 and 6 will be set a weekly maths homework task. In Year 3, children will not receive a set maths task for homework each week but they are encouraged to use Numbots / TT Rockstars to practice their maths skills at home. Spelling tasks may be set throughout the year but

this will differ according to the needs of particular children and particular year groups at that time. Children in year 6 will receive an additional piece of home learning weekly which will be related to Spelling, Punctuation and Grammar.

Any maths, spellings or other homework tasks, except for reading, will be set on Wednesdays each week and should be handed in on the following Monday.

5. Quantity of Home Learning

As the children progress through the school, we increase the amount of home learning set. We expect children in Foundation Stage and Key Stage 1 to spend approximately one hour a week on home learning activities. We encourage children in Years 3 and 4 to spend approximately one and a half hours on home learning type tasks per week, and children in Years 5 and 6 to spend approximately two hours a week on home learning.

6. Inclusion and Home Learning

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting home learning to children who are named on the register of special educational needs, we refer to those children's provision maps. We value and celebrate the cultural diversity of our children and their families, and we appreciate the enrichment that this brings. If a parent or carer has concerns about the quality, difficulty or appropriateness of their child's home learning they should raise this with the class teacher who will always be happy to discuss the situation for mutual understanding.

7. The Role of Parents and Carers

Parents and carers have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents and carers to encourage their child to complete the home learning tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the learning that their child is doing.

Parents should read with their children every day to help them develop a love of books and stories and help them to grow in confidence. We ask parents and carers to sign their child's Reading Record to show that they have heard their child read and discussed their books with them. If parents and carers have any questions about home learning, they should, in the first instance, contact their child's class teacher.

8. Use of ICT

A copy of the school's e-safety policy can be found on the school website. Children's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet.

The use of IT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, teachers expect children to

produce their own work, perhaps by editing something they have found, or by expressing it in their own words. There are many websites containing highly educational material which can have a powerful effect on children's learning. We include links to educational websites on our school website so that families can access these. We make use of 'Times Tables rock star' and 'Bug Club' in particular and encourage the children to use these at home also. Each child has a passcode for these.

9. Monitoring and Review

It is the responsibility of our governing body to agree and then monitor the school Home Learning policy. This policy will be reviewed at least every two years.



SANDFORD ST MARTIN'S CE (VA) PRIMARY SCHOOL

HOME LEARNING POLICY 2022-24	
Date adopted: 26th May 2022	Version: 3.0
Last Reviewed: March 2022	Review Cycle: At least every two years
Revision Ref:	25th May 2024
Author/Owner:	Headteachers/Standards and Assessment Committee
Policy Type:	Curriculum