



## Home Learning Policy and Guidelines

**Adopted by the Governing Body:** December 2016

**Date Last Reviewed:** November 2021

**Next Review Date:** November 2023

**Signed:** (Executive Headteacher)

**Signed:** (Chair of Governors)

Long Itchington C of E Academy's policies are underpinned by each of the following:

The school's vision, **'We live, we laugh, we learn together...  
*Living in God's love  
Laughing in the joy of Christ's risen life  
Learning as we walk together in faith'***

The school's vision, **'We are all unique and valued members of the Long Itchington family sharing learning, love and laughter as we follow the teachings of Jesus.'**

These were formulated in consultation with all stakeholders and the value statement is strongly based on Biblical scripture:

### Introduction

At Long Itchington C of E Academy, we value greatly the partnership between parents and the school. We want pupils to enjoy learning and believe that learning tasks undertaken at home should enhance and reinforce the school curriculum, not simply replicate it. We encourage all parents to support their child's development by:

- playing games that have rules to be obeyed, require taking turns, involve speaking and listening to each other and allow the opportunity to develop fair play
- actively supporting learning within school topics through visits to places of interest when possible and through research using books and the internet
- doing activities for a set amount of time to develop and extend concentration
- making homework a pleasant addition to what is done at school

Home learning tasks are designed to involve parents so that families can enjoy learning together and parents can become increasingly familiar with the curriculum and the methods taught in school.

Additional benefits of completing tasks at home are that:

1. pupils recognise the working relationship between their parents and teachers
2. pupils have the opportunity to develop independence and to take responsibility for their own learning
3. pupils begin to recognise the importance of organising and managing time appropriately when working to a deadline

By working together, we can support all aspects of the children's development and learning, so that pupils of all abilities will make progress. All pupils from Reception to Year 6 will be given home learning tasks during term time. It is not the school's policy to set the full range of tasks during school holidays or if parents take their children out of school for a holiday during term time.

We encourage the children to learn to organise their time sensibly so that they are able to pursue their leisure interests such as swimming, Beavers, Rainbows, Cubs, Brownies, Piano lessons etc. They also need time to relax and play. The tasks and timings will therefore vary for each year group.

## **Remote Learning**

As a school we are increasing our offer of remote home learning using recognised websites and resources. Children may have an individual login for this and we will follow the Online Safety Policy at all times. During times of school closure this will be the main way of supporting children with their learning at home. If families are unable to access home learning remotely for any reason they should contact the school to see what support we can provide.

## **Roles and Responsibilities**

### **Senior Leadership Team**

- Periodically check a selection of home learning diaries.

### **Teachers**

- Set appropriate, planned and varied tasks suited to the children's learning needs and abilities.
- Publicise to parents, at the beginning of the school year, on which day of the week homework will usually be set and when it should be handed in.
- Publicise information about the topics to be covered in foundation subjects in the termly curriculum letter to parents.
- Follow up home learning tasks through a planned class discussion or peer to peer presentation, through marking, observation or tests.
- Reward children who complete home learning tasks to a good standard.
- Notify parents if children repeatedly fail to complete home learning tasks.

### **Parents**

- Provide a suitable environment in which the homework can be completed.
- Share and assist with home learning tasks, encouraging and motivating the children to do their best.
- Support children in establishing a routine for completing tasks.
- Check the task is completed to an acceptable standard and sign the home learning diary.
- Contact the class teacher directly to seek advice if the child repeatedly experiences difficulty with completing tasks.
- Record reading done at home in the child's reading diary (Reception and KS1).

### **Pupils**

- Pupils in Years 1-6 will record the activity/task to be undertaken in their designated home learning diary, following the instructions given by the class teacher. Written activities will normally be completed in this book unless requested otherwise by the teacher.
- Take the home learning diary home and talk about the task/activity with parents.
- Do their best to complete the task to an acceptable standard within the given timeframe.
- Show the completed task to their parents and ask them to sign their home learning diary.
- Talk to the teacher if they really don't understand what to do to complete the task.
- Record reading done at home in their Reading Diary (KS2)

(Those pupils who undertake extra musical activities such as violin, keyboard and guitar are also expected to practise regularly in their own time as part of their commitment.)

## Foundation Stage

Children in Foundation Stage are expected to share books at home on a regular basis. In a school day, it is impossible to hear each individual child read. However, new skills are continually being learned and practised during the Literacy session, Guided Reading sessions and Phonics sessions. We rely on parents to provide regular opportunities for their child to practise what they have learnt in school when they share books at home. Parental support and encouragement is vital whilst your child is learning to read. The information below gives suggested activities which you can share with your child at any time as well as more specific activities which will be set by the teacher.

### Reception Class (5-10 minutes per session, ideally 5 times per week)

- Sing rhymes and songs
- Share fiction, non-fiction and poetry books
- Practise phonic sounds and matching actions
- Learn high frequency words through games and early reading books
- Complete practical Mathematics activities, periodically set by the teacher
- Play board games which involve dice – lots of maths skills involved

The children may be asked, on occasion, to bring in items from home that are related to work they are doing in school.

## Key Stage One

Teachers may provide a menu of homework activities from which pupils choose to complete a set number of tasks across a term or half term.

### Year 1 (Reading and spelling/number facts: 10 minutes per session, ideally 5 times per week. Activity: 15 minutes per week)

- Please read a wide variety of books with your child, choosing from fiction, non-fiction and poetry books. It is important to practise your child's reading scheme book, but this is not the only book they should be reading. Please share comments about difficulties or successes in the reading diary.
- Learn to spell words on spelling lists and/or number facts
- Play board games which involve counting on, word games or phonic games.
- Carry out occasional research linked to learning topic.
- Complete short practical activities set by the class teacher to re-enforce learning at school.

### Year 2 (Reading and spelling/number facts: 15 minutes per session, ideally 5 times per week. Activity: 20 minutes per week)

- Please read a wide variety of books with your child, choosing from fiction, non-fiction and poetry books. It is important to practise your child's reading scheme book, but this is not the only book they should be reading. Please share any comments about difficulties or successes with the class teacher.
- Play board games which involve counting on, word games or phonic games.
- Carry out an activity from the home learning menu
- Learn to spell words on spelling list and/or number facts.
- Either Mathematics or English activity set by the teacher, including from Purple Mash.

## Key Stage Two

Teachers may provide a grid of homework activities from which pupils choose to complete a set number of tasks across a term or half term.

### Reading

Please encourage your child to read books other than reading scheme books. The class library, school library and local library in Southam provide plenty of choice. Key Stage 2 children who are reading from the 'free reading books' are not heard to read individually in school, but Guided Reading sessions do give them

the opportunity to learn and practise new, more advanced skills in small groups and then these can be practised with parents' support at home. We will support and advise them about which books they choose to ensure range and enjoyment.

The development of reading and writing skills in children benefits hugely from listening to stories. You can help by continuing to read to your KS2 child.

### **Year 3**

- Reading: 10 - 15 minutes reading aloud to a parent for at least 3 times a week, followed by discussion to check accuracy and understanding. Please encourage your child to read a range of fiction and non-fiction material independently, with the time spent reading and titles to be recorded in the Reading Diary.
- Spelling lists and/or number facts to be learned weekly. Repetition is the key to long term memory, so learn and practice them every day.
- Activity from the menu of activities which may include English and Topic related activities
- Mathematics activity (approximately 20 minutes per week).

(N.B. Work unfinished during lesson time due to lack of focus/application may be sent home to be completed.)

### **Year 4**

- Reading: 10 - 15 minutes reading aloud to a parent for at least 3 times a week, followed by discussion to check accuracy and understanding. Please encourage your child to read a range of fiction and non-fiction material independently, with the time spent reading and titles to be recorded in the Reading Diary.
- Tables and Spellings will be sent home to be learned weekly. Repetition is the key to long term memory, so learn and practice them every day.
- Activity from the menu of activities which may include English and Topic related activities
- Mathematics activity for 30 minutes set homework per week.

(N.B. Work unfinished during lesson time due to lack of focus/application may be sent home to be completed.)

### **Year 5**

- Regular independent reading for 20 minutes at least 3 - 4 times per week, recorded in the Reading Diaries, plus an opportunity to discuss a text with a parent at least once a week.
- Spellings and number facts to be tested weekly. These will vary in degrees of difficulty and are to benefit your child's future learning. Repetition is the key to long term memory, so learn and practice them every day.
- Activity from the menu of activities which may include English and Topic related activities – approximately 45 minutes per week.
- Mathematics activity for 30 minutes set homework per week.

(N.B. Work unfinished during lesson time due to lack of focus/application may be sent home to be completed.)

### **Year 6**

- Regular independent reading for 20 minutes at least 3 - 4 times per week, recorded in the Reading Diaries, plus an opportunity to discuss a text with a parent at least once a week.
- Spellings and/or tables to be tested. These will vary in degrees of difficulty and are to benefit your child's future learning. Repetition is the key to long term memory, so learn and practice them every day.
- Activity from the menu of activities which may include English and Topic related activities – approximately 45 minutes per week.

- Mathematics activity for 45 minutes per week.

(N.B. Work unfinished during lesson time due to lack of focus/application may be sent home to be completed.)