



## Esh Winning Primary School

### Home Learning Policy

#### Introduction

The term **Home learning** is used in place of **Homework**, to encourage children to take ownership of their own 'learning'. This policy states why the school sets home learning and identifies the role it has in raising achievement.

#### Rationale

Home learning aims to involve parents in a collaborative effort with the school to help each child to consolidate previous learning, develop independent learning, study and research skills.

#### Aims

- To develop skills and attitudes for lifelong learning.
- To increase parents' and carers' involvement in and understanding of education.
- To provide opportunities for developing independence in learning.
- To consolidate skills and knowledge.
- To help children understand that learning happens outside of the school setting.

#### Entitlement

All children are entitled to receive well-planned and well-matched home learning tasks. They should be given clear instruction and adequate time to complete the tasks given. Teaching staff must always give a response to home learning, which is completed and returned within the timescale set. Staff are not expected to mark home learning which is handed in late.

All home learning will be:

- Educationally appropriate.
- Interesting and, where appropriate, open-ended.
- Balanced, purposeful and relevant to the curriculum.

#### Principles

When giving home learning, teaching staff should consider the following principles:

- Home learning should be built into curriculum planning.
- Across a term, home learning should cover a broad range of styles and subjects.
- Whenever possible home learning activities should give children opportunities to apply skills and knowledge learned at school, (repetitive tasks such as lists of calculations, sentences, etc. are to be avoided).
- Tasks should not rely on resources which are not readily available within the home or locality.
- Clear guidance should be given to children and families on what is expected.
- Children should be given a response to their home learning.
- Parents/Carers should be encouraged to make notes about the home learning and these should be responded to.

#### Rights Respecting

At Esh Winning Primary School we promote children's rights from the UN Convention of the Rights of the Child. We see children's rights as a central focus in everything we do, as a framework for our teaching and learning and at the heart of our ethos.

The school has a rights respecting ethos; all classrooms have developed a charter through collaboration between children and adults. Through our belief in children's rights, we aim to provide a secure, caring environment where all children achieve.

In our home learning provision we aim to allow the children an opportunity to focus on the following rights:

Article 13 - Get and share information (as long as it is not harmful to them or others)

Article 14 - To think and believe what they want and to practise their religion.

Article 17 – To reliable information

Article 23 – To support if they have any kind of disability

Article 28 – To an education

Article 29 – To develop each child's personality and talent to the full

Article 30 – To enjoy own culture, religion and language

Article 31 – To relax, play and join a wide range of activities.

### **Organisation**

At the beginning of each term, curriculum overviews are set up by each class teacher and shared with parents. This provides information to both the pupil and parents / carers on topics and vocabulary that will be covered throughout the term. Pupils are encouraged to investigate topics and share their research with the rest of the class.

Home learning is set every week by each individual teacher. The home learning should include a focus on the practising of basic skills, e.g. spellings, times tables practice, grammar practice.

Additional home learning can be set if there is a specific concept or skill that the teacher feels requires further consolidation. Any recorded home learning must be acknowledged. Responses to practical tasks could be given verbally or through class discussion.

Each child has access to the Seesaw platform through an individual login. Teaching staff assign activities to children – this can be whole class, group or individual, and set to the needs of each child.

### **Reception**

Parents should aim to read to their child every day, making this part of the bedtime routine is especially successful. Regular visits to the library enable children to experience a wide variety of good literature. Children will have a reading book, which will be changed 3 times a week.

Phonics videos will be shared on Seesaw as and when the children have been introduced to new sounds.

White Rose Maths activities will also be shared on Seesaw.

Parents will be able to access Seesaw, enabling them to upload details of their child's achievements. Tasks will also be set by the Early Years' staff and parents are encouraged to upload pictures and evidence to contribute to their child's learning journey.

### **Year 1**

***Home learning is set by the teacher and the children are asked to complete it within a week. In addition, Year 1 pupils are expected to complete the following home learning.***

Parents should try to hear their child read every day. Comments are encouraged to be shared in your child's reading record.

Phonics sounds and words will be included in tasks to prepare children for the Phonics Screening Check.

Homework tasks will be regularly set using a range of online resources including Spelling Shed. These skills will support the learning being delivered by the class teacher in school. They are reinforcement activities and are designed to be completed in an interactive way. Ideally, children should complete 10 minutes of this type of activity twice a week.

### **Year 2**

***Home learning is set by the teacher and the children are asked to complete it within a week. In addition, Year 2 pupils are expected to complete the following home learning.***

Parents should try to hear their child read every day. Comments are encouraged to be shared in your child's reading record. Children are expected to read at least 4 times per week. It is also important to read and talk about stories to children, and to encourage them to discuss the plot, characters and settings to develop their comprehension skills.

Alongside this, children are expected to practise their 2, 5 and 10 times tables at home. Children will be encouraged to use "Times Tables Rockstars" to help them with their quick recall of these number facts.

A selection of online resources will be used to set tasks. These will include Spelling Shed and spag.com. These activities will be set so that they support and mirror the skills learnt in school. They are designed to be fun, interactive and flexible to the children's needs and concentration span. Ideally, children should complete around 10 minutes of this activity 3 times a week.

### **Year 3**

***Home learning is set by the teacher and the children are asked to complete it within a week. In addition, Year 3 pupils are expected to complete the following home learning.***

- 15 minutes reading daily.
- Times tables practice using Times Tables Rockstars daily.
- 10 minutes spelling practice 3 times a week.
- Topic / Curriculum / Enrichment activity completed once per week.

### **Year 4**

***Home learning is set by the teacher and the children are asked to complete it within a week. In addition, Year 4 pupils are expected to complete the following home learning.***

- 15 minutes reading daily.
- Times tables practice using Times Tables Rockstars daily.
- 10 minutes spelling practice 3 times a week.
- Topic / Curriculum / Enrichment activity completed once per week.

### **Year 5**

***Home learning is set by the teacher and the children are asked to complete it within a week. In addition, Year 5 pupils are expected to complete the following home learning.***

- 20 minutes reading daily.
- Times tables practice using Times Tables Rockstars daily.
- 10 minutes spelling practice 3 times a week.
- Topic / Curriculum / Enrichment activity completed once per week.

### **Year 6**

***Home learning is set by the teacher and the children are asked to complete it within a week. In addition, Year 6 pupils are expected to complete the following home learning.***

- 20 minutes reading daily.
- Times tables practice using Times Tables Rockstars daily.
- 10 minutes spelling practice at least three times a week.
- Topic / Curriculum / Enrichment activity completed once per week.

### **Type**

Over a term, home learning should involve the children in a broad range of activities and learning styles. These could include:

- Research
- Practical activities
- Projects
- Observational tasks
- Collecting resources
- Problem solving
- Open ended challenges
- Recorded tasks, (e.g. writing, drawing, charting information)
- Interviews.

### **Home Reading**

Daily home reading is vital for the progression of all learning. There is an expectation that all pupils will read every night. Parents/carers are encouraged to be actively involved in listening to their children read and ask questions about that reading. This activity should then be recorded in the pupil's reading record. If children read at home, they will be rewarded with a sticker, which they will collect on a bookmark. Once the bookmark is complete, the pupil will receive a reward (see below).

- I have read 20 times – Class teacher sticker and a nugget into the class jar.
- I have read 50 times – Key Stage Leader Sticker and small prize.
- I have read 100 times – A “100 Reads” Certificate and a bag of bookworm sweets.
- I have read 150 times – A “150 Reads” Certificate and a book mark.
- I have read 200 times - A “200 Reads” Certificate and a book.

The children who show real commitment and read on 250 days at home a year, will each receive a special Headteacher's certificate and a Reading Ambassadors badge in our Celebrations' Assembly. We recognise, of course, that there may be occasional days when reading at home is not possible, but we do urge you to try and keep these to a minimum.

### **Equal Opportunities**

The school is committed to providing equal opportunities for all pupils through the organisation, ethos, curriculum and resourcing of the school. Home learning should reflect this. Any materials sent home should give only positive images of any gender, culture or religion referred to. Care should also be taken to ensure that home learning is accessible and relevant to pupils of all backgrounds.

### **Special Educational Needs**

Children who have been identified as having special needs have the same entitlement to well organised home learning as other pupils.

Home learning will be differentiated to meet a wide range of needs within school. Where necessary tasks will be adapted to enable individual pupils to access them, and from time to time additional resources may have to be provided.

### **Parental Involvement**

The school recognises that education is a shared responsibility and values the important role which parents/carers play in their child's learning. Home learning is an ideal opportunity for home and school to work together, and establish good links. Parents should feel free to extend their child's interests in any number of ways – having books and magazines around the house, encouraging the watching of suitable television programmes, and using the internet.

Going out together, e.g. to a library, museum, shopping or walking to school are all valuable learning experiences. Children's language development is key to a child's development in all areas. Children need lots of opportunities to listen, talk and ask questions.

Play is integral to the learning process. It is important for children to have time to play with friends and on their own. Children learn to make sense of the world and develop their social skills and language through play.

Instructions for home learning should be clear, and the tasks given should help parents/carers to come to a clearer understanding of what and how their children learn. Parents/carers should feel free to comment on their child's home learning and their comments should be valued and responded to where necessary.

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