Lady Joanna Thornhill (Endowed) Primary School

Learning for the Head, Heart and Hand

Home Learning Policy

We want to ensure your needs are met. If you would like this document in any other format, please contact us: office@ladyj.kent.sch.uk

Review date	**December 2024**
Date of next review	**December 2026**
Reviewed by	**Kristen Weiss, Inclusion Lead**
Co-chairs of Governors	**Ellie Brown & James Coumbe**

(This policy will be reviewed at least every 2 years and/or following any updates to national and local guidance and procedures.)

Article 28 – 'I have the right to reach the highest level of education I am capable of.'
Article 29 – 'The purpose of education is to develop every child's personality, talents and mental and physical abilities.'
Article 31 – 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities'

Rationale

At Lady Joanna Thornhill Primary School, we inspire our children to aim high and believe that fostering an early love of learning, built on curiosity and a resilient attitude, is key to the work we do. A child's education does not cease when they leave our school premises, and learning at home is an essential part of a good education. We see the purpose of home learning as being a way to develop effective collaboration between school and parents; to develop confidence, independence and the resilience needed for personal study in preparation for secondary school and beyond; and to provide opportunities for parents and children to share and enjoy learning experiences together.

Why do we value home learning?

Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. By valuing home-school learning, pupils are afforded the chance to practise skills, consolidate understanding of work covered in the classroom and to widen their own interests. Through a range of different activities, they are able to demonstrate and develop curiosity about their learning. Moreover, developing good study habits provides an opportunity for pupils to develop resilience, self-discipline, independence and the ability to take responsibility for their own learning.

Aims

Through the implementation of this policy, we aim to:

- Give pupils the opportunity to extend their learning and embrace their curiosity about areas of personal interest
- Ensure a consistent approach throughout the school
- To encourage children to develop the confidence, independence, self-discipline and resilience needed to study on their own and prepare them for the next phase of education
- Consolidate skills and understanding, particularly in reading, writing and maths
- To ensure home learning is relevant and meaningful, linked to learning at school
- Make expectations about home learning clear to children, parents and carers
- Provide opportunities for parents and children to collaborate and work together, thereby fostering an effective partnership between home and school

Implementation

Home learning is designed to build upon the concepts and skills that pupils have been learning across a range of subjects. The first home learning task of each term will be sharing what children are learning in the term ahead with parents/carers, discussing what they already know and what they are looking forward to. In addition to daily tasks appropriate to the child's age eg. reading, phonics practice, maths facts practice and/or spellings, we set half-termly home learning grids for each year group. These provide a range of engaging activities for the children to choose from to motivate and inspire them to become curious, independent learners.

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- The grids offer a choice of home learning tasks that can be completed in any order.
- Tasks are linked to what children are learning in school across the curriculum.
- Home learning grids also have one blank space for children to select/imagine their own home learning task, tailored to their talents and linked to what they are learning in school.
- Tasks are to be completed in the children's home learning books, where appropriate. Some tasks may lend themselves to alternative methods of recording and presentation, and children are welcome to present learning as they choose on these occasions.
- By the end of each term, the children will be expected to have completed a minimum of home learning grid tasks of their choosing, varying according to key stage.
- Pupils hand their home learning books in on a weekly basis for them to be acknowledged and returned. Books will be handed in on a **Tuesday** and returned on a **Thursday**.
- Children receive a new home learning grid at the beginning of each term.
- Children have the opportunity to complete more tasks if they wish to do so.

Alongside the home learning grids, pupils may be asked to complete a specific English or maths task to consolidate and reinforce basic skills and understanding in these core subjects. A breakdown of how homework is structured for each key stage is provided below. This has been designed to encourage a gradual progression of skills and expectation so that by the time children reach Year 6 they have established a clear routine in preparation for secondary school.

Foundation Stage	• Reading for pleasure books are changed books twice a week. • Little Wandle Reading books are sent home each Friday and returned on Monday the following week. • Phonics home learning is sent home weekly. • From Term 3, class teachers will share regular 'Tapestry Challenges' – ideas for parents/carers to try at home and post photos and comments on Tapestry. • From Term 3 children are encouraged to use the White Rose One minute Maths App to support and consolidate their maths learning at home.
Year 1	• Children are able to change their reading for pleasure books on a daily basis. • Little Wandle Reading books are sent home each Friday and returned on Monday the following week. • Phonics home learning is sent home weekly. • From Term Two children are set a weekly home learning challenge which can be evidenced on Tapestry or in their home learning book.

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	• Children are encouraged to use the White Rose One minute Maths App to support and consolidate their maths learning at home as well as additional fluency challenges which are shared on the termly overview.
Year 2	• Children are able to change their reading for pleasure books on a daily basis. • Little Wandle reading books are sent home each Friday and returned on Monday. • Children have reading records for both their reading for pleasure books and their Little Wandle books, which are shared with parents, and parents are encouraged to write in. • Children will be given a list of spellings to learn which will follow Little Wandle. Children are encouraged to complete creative activities using these words in their home learning books. • Weekly MyMaths activities, linked to their class learning. • Home learning grid activities linked to the current topic – at least 3 per half term.
Lower Key Stage 2 (Year 3 and Year 4)	• Reading at least 5 times a week and completing AR quizzes as and when a book is finished. • Learning times tables using Times Tables Rockstars. • Children will be given a list of spellings to learn which follow the spelling patterns taught in school. Written, creative spelling practice to be completed in their homework books. • Weekly MyMaths activities, linked to their class learning. • Home learning grid activities linked to the current topic – at least 4 per half term.
Upper Key stage 2 Year 5	• Reading at least 5 times a week and completing AR quizzes as and when a book is finished. • Children will be given a list of spellings to learn which follow the spelling patterns taught in school. Written spelling practice to be completed in their homework books. • Learning of multiplication facts - all tables to be revised, mixed and to include division, using Times Tables Rockstars. • Home learning grid activities linked to the current topic – at least 5 per half term. • Weekly MyMaths activities, **which become compulsory in the summer term. (Parents can opt out of this on behalf of their child).**

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	• Children may be given a specific literacy and/or numeracy activity to support an area of focus from the summer term.
Upper Key Stage 2 Year 6	• Reading at least 5 times a week and completing AR quizzes as and when a book is finished. • Children will be given a list of spellings to learn which follow the spelling patterns taught in school. Written spelling practice to be completed in their homework books. • Learning of multiplication facts - all tables to be revised, mixed and to include division, using Times Tables Rockstars. • Home learning grid activities linked to the current topic – at least 5 per half term. • Weekly MyMaths activities. • Children may be given specific literacy and/or numeracy activities to support a particular area of focus as and when is appropriate. • From the Spring Term, Year 6 children will also have weekly SATs revision opportunities. • **All home learning will be compulsory in Year 6 to prepare them for secondary school. Parents can choose to opt out on behalf of their child if desired.**

Expectations and responsibilities:

- It is the responsibility of the class teacher to ensure that this policy is carried out.
- Class teachers will ensure home learning is shared at the start of each term in a timely manner and a copy is placed on the school website for reference.
- Class teachers will ensure home learning is collected on a weekly basis. Teachers will acknowledge all home learning and, where appropriate, reward work in line with class-based systems (e.g. stickers, class dojo points etc.). There is no expectation for teachers to complete a detailed mark of home learning.

It is the expectation that all children will at least attempt to complete home learning tasks to the best of their ability. If pupils need support to access these activities, then there are opportunities for them to attend home learning clubs, run by staff, where IT and stationery will be readily available.

Homework will be handed to pupils on a **Thursday** and then collected the following **Tuesday**. Pupils are expected to complete homework to the same high standards insisted on in class e.g. neat handwriting, accurate use of full stops and capital letters etc.

How you can help your child with their home learning

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You can show you value your child's home learning by:

- providing a suitable place in which your child can do their home learning, preferably with an adult to discuss, encourage and support
- making it clear to your child that you value home learning and support the school in explaining how it can help learning
- encouraging your child and praising them when they have completed work set
- ensuring work is complete and returned to school on time
- checking your child spends a suitable amount of time on home learning