

## **LOUDWATER COMBINED SCHOOL**

### **Home-Learning Policy**

At Loudwater Combined School we focus our home-learning activities on developing and supporting the development of key skills. These are phonics, reading and recall of number bonds and multiplication and division facts

#### **What are the aims of this policy?**

- To ensure a consistent, yet progressive, approach to home learning throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for home learning.
- To ensure that teachers, parents and children are fully aware of the role they play regarding home learning.

#### **What is the purpose of home learning?**

- To recognise that reading is a pleasurable activity, to be enjoyed with others.
- To consolidate reading skills, recognising that reading is a vital tool to access the curriculum and to develop interests.
- To consolidate, reinforce and extend skills and understanding particularly in English and Maths, although home learning activities may include other subjects as appropriate.
- To provide opportunities for parents and children to work together.
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.

#### **What is the role of the school?**

- To provide parents with a clear policy regarding home learning.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about home learning.
- To provide support for key stage two children by providing a home-learning club.

#### **What is the role of the teacher?**

- To plan and set a programme of home learning that is appropriate to the needs of the child.
- To ensure all children understand the home learning they have been given.
- To give some feedback about home learning.
- To be available to talk to parents and children about home learning if needed.

#### **What is the role of the parent?**

- To support the child in accessing and completing home learning.
- To provide the appropriate conditions for the child for home learning.
- To provide the appropriate resources for the child to complete the home learning, or to request these from the school.
- To consider requests from the school for their child to attend home learning club if there are issues regarding the completion of home learning, in key stage 2.

#### **What is the role of the child in key stage 2?**

- To ensure they can complete home learning each week and if not ask to use a computer on Thursday lunchtimes.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as expected in class.
- To complete the home learning on time.

## Home learning in Foundation Stage

Learning together is the emphasis for children in Foundation stage. The activities are English based with a strong emphasis on reading together. It is an ideal time to lay the foundations for continuing work at home.

### What type of work will my child get?

#### Reading

Parents will be informed of the themes, phonemes and high frequency words that the children are learning in school each half term. Sound books will form the basis of early reading and will be sent home.

Starting in the autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways.

#### Adults reading to children

Parents should encourage children to point to words as they are being read. Discussion about the books and pictures is also important. As well as sharing fiction books, it is also valuable to share non-fiction texts.

#### Children reading to an adult

When they are ready to, children will start bringing simple books home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

### Letter and number formation

At the beginning of the child's first term in Foundation Stage, parents are provided with a sheet to support children with letter and number formation. This shows where to start and finish when forming each letter and numeral and what each should look like. Giving children the opportunity to practise forming letters and developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively to avoid falling into bad habits.

### Tricky Words

Children learn to read tricky words as part of the Rocket Phonics programme for teaching phonics. After the children have been taught the tricky words in each phase, parents are sent a list of the words the children have learned. Regularly practising reading them, looking out for the words in reading books and playing games with them will really benefit the child. For some children, it will be useful to practise writing the words as well as reading them. It would be useful if these words were practiced on a regular basis as well as in the summer holiday before Year 1, as well as parents continuing to share books with their child. Games to support word recognition and phonics are available to borrow from the lending library.

### How much time should be spent on home learning?

Foundation stage	Maximum of 15 minutes per day (depending upon the child's level) on English based activities including reading.
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## Home learning in Key Stage One

For children in Key Stage One we encourage parents to work together with their child to support them in learning at home. The emphasis remains on English and reading but we include ways in which children can be supported with important Maths skills.

Except for reading, details of all other activities are found on the weekly newsletter. If you require paper copies of any activities please let the class teacher know and these will be provided.

### **What will the home learning look like?**

#### **Reading**

Reading daily is vital, particularly when children are in Year 1 and Year 2. Children will bring their reading books home every evening and the role of parents or carers is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Guidance on the range of questions you can ask is provided in the child's reading record. Children should make use of the Reading Eggs website at home and completion of activities can be entered into the reading record. The school has financed logins for all pupils in Key Stage One.

The reading record must be signed and a comment made each time an adult reads with the child. It is equally important and valuable to read books from home and from the library; these should be entered into reading records. On the class page of the website, you will find a list of recommended reading books to help children make choices that will help to develop their reading and their interests.

#### **High Frequency Words**

Children will have daily phonics lessons throughout Key Stage 1 that will also include ways the children can build up a secure sight vocabulary. It is vital that children build up a bank of words that they can read and spell on sight. A bank of words will be available on the class page of the web site and will be updated half-termly. Children should practise reading, writing and learning to spell these. Parents can help children to learn these by practising them regularly. The same words will sometimes be included again to practise them further. Children should have the opportunity to practise their words over the holiday periods.

#### **Maths**

A range of mathematical activities that parents and children can enjoy together will be available on the class page of the website. These will provide practice and consolidation of the areas the children will be focusing on during each half term.

There is also information about the number bonds children need to learn during Year 1 & Year 2 along with websites that can help develop recall. Top Marks web pages will be sign posted in the weekly newsletter so that parents are aware of the areas to be practised.

#### **Topic**

Each half term there will be a selection of websites listed which will support children in their topic learning on the class web page.

### **How much time should be spent on home learning?**

Year 1/2  This is only a guide. It is better to do a little and often. Learning together should be fun – if it stops being fun, stop or try a different activity. Please ask the class teacher if you need any help.	10-15 minutes daily reading and discussing a book. 5 minutes recognising and spelling high frequency words, approximately three times a week. 5 minutes learning and practicing number bonds (Y1 & Y2) and times tables (Y2), approximately three times a week. A maximum of 10 minutes looking at the topic linked websites each week.
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## **Home learning in Key Stage Two**

As children get older, home learning provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children but good habits of independent study should be encouraged.

The focus for home-learning in Key Stage 2 is reading, where parents still have a key role to play in ensuring that their child reads increasingly challenging texts and is encouraged to discuss what they are reading.

### **What type of home learning will my child get?**

#### **Reading**

Children may read to an adult, with an adult or read to themselves, perhaps in the presence of an adult. The story and characters should be explored and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will progress to texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. In the reading record and on the class pages of the website there will be a list of example questions for parents. These should be used to ask their child about what they have read. There will also be recommended reading lists for each year group. Children should also complete activities in their reading journals, which should be brought to school daily.

Children in Key Stage 2 must take increasing responsibility for completing their reading journal. Year 3 & Year 4 children should read for 15 minutes daily. The reading record must be signed by parents at least 3 times each week.

Year 5 & Year 6 children should read for 20-30 minutes daily. The reading journal must be completed at least four times a week, showing the book and pages read and signed by parents at least weekly. Children should ensure that their reading journal is brought into school daily. Children should complete at least one journal activity to a high standard each week. Where appropriate children will complete Accelerated Reader book quizzes in school.

#### **English**

The class page will include information about the spelling rules the children are learning during the half term along with word lists and information about how the child can be supported to learn these words.

#### **Maths**

A range of mathematical activities that parents and children can enjoy together will be available on the class page of the website. These will provide practice and consolidation of the areas the children will be focusing on during each half term.

There is also information about the multiplication and division facts children need to learn by the end of each year, along with websites that can help develop speed and recall.

All KS2 children have a log in to Times Tables Rock Stars and this should be used for approximately 10 minutes each day by pupils in Year 3 and Year 4. Children in Year 5 and Year 6 have a log in for Maths Whizz. This should be used for 60 minutes each week; this includes the time that children spend on Maths Whizz at school.

#### **Topic**

When appropriate home learning projects may be linked to learning in topic areas. This learning can be presented in a range of ways with a longer period of time given for completion so that they can be detailed and completed to a high standard.

## How much time should be spent on home learning?

Year 3 and 4	15 minutes reading, each day (Reading record signed by parent 3 times each week). 10 minutes on a regular basis spent practising spellings and learning rules. 10 minutes on a daily basis spent learning multiplication and division facts. 15-20 minutes exploring the topic linked websites each week. The creative topic task may take longer and we recommend that this be spread over several weeks.
Year 5 and 6	20 – 30 minutes reading daily. (Reading record at least 4 times each week, signed by parent on a weekly basis). 15 minutes on a regular basis spent practicing spellings and learning rules. 60 minutes each week on Maths Whizz. 20 minutes exploring the topic linked websites each week. The creative topic task may take longer and we recommend that this be spread over several weeks.

## How can parents find out more information about home learning?

Each year group will inform the parents about home learning at the beginning of the year at the Open House presentation. Transition booklets and the school website will also include this information.

Participation in home learning tasks will be monitored each week.

## Why will children sometimes be given different home learning?

Children who have a Provision Map may sometimes be set different home learning to reinforce the work being done.

Children who work in a one to one situation with teaching assistants will sometimes be given different home learning.

Such tasks will be set as an alternative to that which is outlined above.

If the child is finding they have too much work then parents should speak to the child's teacher.

## What about children who do not complete home learning?

The expectation is that children will complete home learning. The most valuable home-learning task is regular reading and discussion of a range of books whatever the age of the child.

Records are kept of key stage two pupils completing online home learning and these records will be checked on a regular basis (Maths Whizz, Times Tables Rock Stars and Reading Journals). If there are problems with children not completing home learning the teacher will speak to parents to find out more information.

If home-learning tasks are not completed on time, the child will have opportunities to complete tasks during the lunch break. Children in Y5 & Y6 will receive an hour long after school detention if two consecutive pieces of home learning are not completed and handed in on time. Additional work is completed at the after school detention.

**What if a child says they have not received any home learning?**

As the home learning will be detailed on the class page of the website or Google Classroom, you will be able to see the range of activities as well as those for key stage 2 pupils that have deadlines for completion.

**What is the role of the Home-learning Club?****Home learning club is open to pupils in key stage 2.**

- To provide support for children experiencing difficulties completing their home learning
- To provide a suitable environment for the completion of home learning
- To provide access to IT facilities
- To give children the skills to become independent learners

**When and where does the Home-learning Club take place?**

The Home-learning Club meets in the IT suite on Thursdays during the lunch break and children may choose whether they attend.

**Monitoring and review of policy**

This policy will be available on the school website or on request from the school office. Parental comments at consultation evenings and on the annual survey will help us to know whether this policy has provided greater clarity about home learning. It will be reviewed annually.

Reviewed September 2023