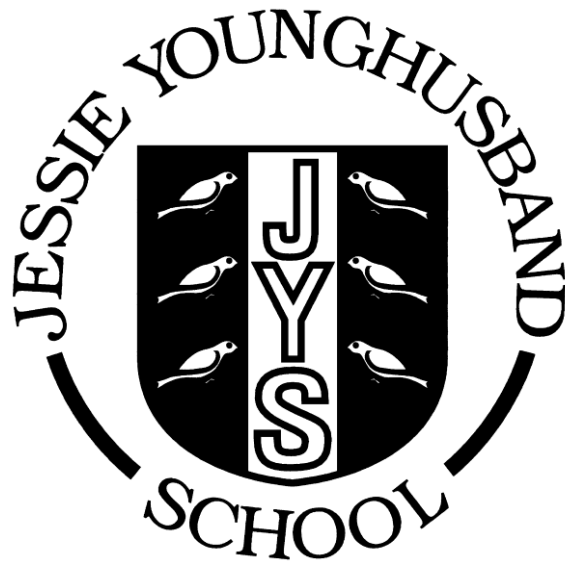


# Jessie Younghusband School



## Home Learning Policy

Agreed Spring 2023

Review Spring 2026

Aspire ~ Respect ~ Enjoy

# JESSIE YOUNGHUSBAND SCHOOL

## HOME LEARNING POLICY

### Philosophy

The staff and governors of Jessie Younghusband School believe that children learn best when all participants in their education work together as partners. Parents have been consulted through a questionnaire in drawing up this policy for home learning. Home learning is an integral part of our partnership with parents as it enables teachers, parents and carers to:

- deepen children's learning through practising, rehearsing, researching and sharing work at home;
- enrich school based learning whilst developing the partnership between home and school;
- encourage children to develop confidence, self-discipline and interest in learning beyond school;
- support children to develop their independence as learners in recognising the importance of planning and organising their time, meeting deadlines, having responsibility for their own learning and, increasingly, the value of more formal homework in preparation for secondary school;
- help children to become independent, autonomous learners.

### We also believe that the following principles should apply;

- All work set at school and undertaken at home should be purposeful and support the child with their learning in school. This is reflected in the term 'home learning'.

- Children should undertake tasks and activities that embed learning they have started in school. Home learning tasks, apart from any research activities set, should not involve new learning.

- Examples should be provided to act as an 'aide memoire' and to enable parents to support their children – this applies across all year groups.

- Feedback should be given to the child (to go home if practical) – this could take a number of forms – work marked and returned / collated for sharing later at parent meetings / comment in home link book / certificate or record of tables assessments / spellings.

- A time expectation should be clearly identified. It will not be expected that all children will complete every task or activity – this allows for children who work at different rates.

- Home learning tasks could include phonics, spellings, counting, times tables, literacy and maths tasks, science and topic tasks, research and 'making' activities.

- Research or 'making' activities will be set no more frequently than once a term and, in most year groups, less frequently. There will always be at least 3 weeks' notice given of an activity of this nature.

- Formal tasks will not normally be set over a holiday period. However sometimes children are asked to think about something they are doing to help them with a task on returning to school. The exception to this is revision set for Year 6 over Easter in preparation for SATs tests.

This Home Learning Policy has been drawn up after consultation with parents through a questionnaire, children through discussion and a 'hands up' survey and teachers through discussion.

It is recognised that views on home learning vary considerably but we hope that parents feel that there is flexibility in these arrangements which will enable all children to undertake learning at home which will support them in school to make the best possible progress in their learning and be ready for their transition to secondary school by the end of Year 6.

### Organisation and nature of Home learning activities

**Reading** – all children should be supported to read at home if possible on a daily basis but at least 4 or 5 times weekly. This may be to an adult or for older children independently.

**Spellings** – when children are ready to start learning spellings the teacher will send home a weekly set of words to learn. The words are set from the word lists in the National Curriculum and will, as the children move up the school, include topic and other key vocabulary. These will be tested each week in class. Children may be asked to write sentences using the words to show their understanding of the meaning of the word.

**Counting and number bonds** – in Year R and keystage 1 children may be asked to practise skills they are learning using numbers. Regular practise helps children to memorise key facts that are essential to develop their mathematical skills.

**Times tables** – Children will start to learn their times tables when they are ready for some this will be Year 1 for others Year 2 or 3. Multiplication and division facts should be learnt to support calculation strategies. Children will also be practising these in school and will be tested to see when they should progress to the next table.

**Literacy and maths tasks** – tasks of this sort will be set once a week to be returned on a given day. The teacher will set the work so that children can complete the task in a way that best suits family arrangements and other out of school activities.

**Science or other activities** – sometimes teachers will set a task that focusses on learning in other areas of the curriculum. In most year groups these will be set instead of the literacy and maths tasks.

**Research tasks** – these are set to enable children to prepare for future learning and for older children are particularly useful in preparing for secondary school expectations. Teachers will make sure that tasks of these type are set over a longer period of time to allow everyone to complete the task.

**'Making' tasks** – these will be set occasionally and will encourage children to work with a parent to make something linked to their topic. The outcomes will be used either for display or for activities relating to the topic. These are an excellent opportunity to develop creativity. At least 3 weeks' notice will be given of a completion date for tasks of this nature.

## **Frequency**

Children in Year 6 will be set two pieces of formal home learning taking up to 30 minutes per piece each week (e.g. maths, literacy, science) each week to help prepare them for secondary school.

Children in other year groups will have no more than one formal activity. A time limit of 30 minutes per activity is the general rule for all home learning tasks. Any variation from this will be explained in the task set. In addition to this spellings, reading and times tables practice should happen as frequently as practical. Little and often is the best approach to these activities. Our recommendation is that they are undertaken 4 or 5 times a week.

The day on which home learning tasks are set varies according to the year group. However the teachers will endeavour to ensure that there are several days over which a task may be completed and that it extends beyond the weekend, to enable other out of school and family commitments to be enjoyed. Parents will receive information regarding when home learning is set and the day it needs to be returned, on the termly curriculum letters.

## **Year Group Home Learning tasks:**

### **Reception**

1. Children may be asked to bring items for collections we are making at school to support a topic area. These may be books, artefacts, baby photos etc.
2. Reading activities, including books and key words, are taken home to share with parents regularly.
3. Suggestions for number activities, such as counting and learning number bonds are sent home regularly.

### **Year 1**

1. Spellings are sent home regularly.
2. Reading books are taken home regularly, supported where necessary by initial words occasionally.
3. Children will be asked to do a piece of work to support learning at school eg plan of a bedroom, list of electrical equipment, maths or literacy activity, to share with their parents.

### **Year 2**

1. Reading books are taken home regularly.
2. Spelling books are taken home weekly.
3. Children will be asked to research information or complete activities to support their work in school. This will be set once a week.

### **Years 3 and 4**

1. Children read at home every night.
2. Spelling books are usually taken home weekly.
3. Regular tables practice is set.
4. A home learning task to support classroom learning maybe set once a week.

### **Years 5 and 6**

1. Children are expected to continue to read each day.
2. Spelling books are usually taken home weekly.
3. Times tables for any child who is not yet secure in table facts.
4. A home learning task is set once a week in Year 5 and up to twice a week in Year 6.