



HOME LEARNING POLICY

'My Incredible Story Of Learning'

This policy has been
reviewed and approved by
the Governing Body
November 2021

Home Learning Policy

1 Introduction

- 1.1** Home learning is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Home learning encompasses a whole variety of activities instigated by teachers, parents/carers and children themselves to support the learning journey. For example, a parent/carer who spends time reading a story to their child before bedtime is helping with home learning.

2 Rationale for home learning

- 2.1** Home learning is an important part of a child's education and can add much to a child's development.

'The government made clear its commitment to 'homework', home learning at Pearl Hyde, in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. Children benefit greatly from the mutual support of parents/carers and teachers in encouraging them to learn both at home and at school.'

We see home learning as an important way of establishing a successful dialogue between teachers and parents/carers. One of the aims of our school is for children to develop as independent learners. We believe that home learning is one of the ways in which children can acquire the skill of independent learning.

- 2.2** Home learning plays a positive role in raising a child's level of attainment and long-term progress. We also acknowledge the important role of play and free time in a child's growth and development. While academic home learning is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school and we believe they develop their skills, interests and talents to the full when parents/carers encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3 Aims and objectives

- 3.1** The aims and objectives of home learning are:
- to enable children to make maximum progress in their academic and social development;
 - to help children develop the skills of an independent learner and to become self-starters;
 - to promote a partnership between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
 - to help children develop good work habits for the future.

4 Types of home learning

- 4.1** We set a variety of home learning activities which are set out clearly in 'Our Incredible Story of Learning' journals used across KS1 and KS2. Expectations for home support in learning in Reception class are specific to the needs of each child and generally do not require recording of information but are of a more practical nature.

In Reception and Key Stage 1 we encourage children to read by providing them with books to take home to read with their parents/carers other family members. We give guidance to parents / carers to help them achieve the maximum benefit from this time spent reading with their child. The school reading book is only one of many ways to explore, learn and improve reading skills. It is not necessary for a child to have a new book daily, books should be re-read and conversations had about the content, especially in the early years of reading acquisition.

We also ask children in Key Stage 1 to practice sounds, reinforce mathematic strategies taught and consolidate new learning as part of their home learning in a range of ways to engage them in the process.

Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys we ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons. When we ask children to study a topic or to research a particular subject, we encourage them to use the local library, the Internet (safely) and by talking to family and friends. The school E Safety policy is referenced with the children on a regular basis.

4.2 In Key Stage 2 we continue to give children the sort of home learning activities outlined in paragraph 4.1 but also include a focus on SPAG (Spelling, Punctuation and Grammar); we expect them to engage in tasks more independently at KS2 to further develop themselves as 'self-starters' in their learning journey. There will be occasions when we set additional homework in English and Maths especially in Y6. A strong focus on home reading with an adult or another person at home remains a priority. We expect the children to consolidate and reinforce learning completed in school through practice at home.

5 Amount of homework

5.1 Using the Home Learning Web, which is on the inside cover of '**Our Incredible Story of Learning**' journals, we expect Key Stage 1 children to spend approximately one hour a week home learning, although this may well include reading with a parent carer or other family member.

We expect children in Y3 and Y4 to spend approximately 1 ½ hours a week home learning and children in Y5 and Y6 to spend approximately 30 minutes per night. This is in line with the DfE guidelines. The Home Learning Web can also be found on google classroom for your child's phase.

5.2 All children in KS1 and KS2 are provided with '**Our Incredible Story of Learning**' journals to complete home learning in.

6 Children with special educational needs

6.1 We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has additional needs, we endeavor to adapt any task set so that all children can contribute in a positive way.

6.2 Equal Opportunities: We are committed to building an anti-racist ethos where we promote equal opportunities for all our community, irrespective of race, colour, ethnicity, class, gender or disability.

7 The role of Parents/Carers.

7.1 Parents/Carers have a vital role to play in their child's education, home learning is an important part of this process. We ask parents/carers to encourage their child to complete the home learning tasks set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents/Carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work their child is doing.

7.2 We ask Parents/Carers to check and record in reading diaries at least once a week and to sign as requested.

7.3 If Parents/Carers have any problems or questions about home learning, they should contact the school office for an appointment to be made with their child's teacher.

8 Monitoring and review

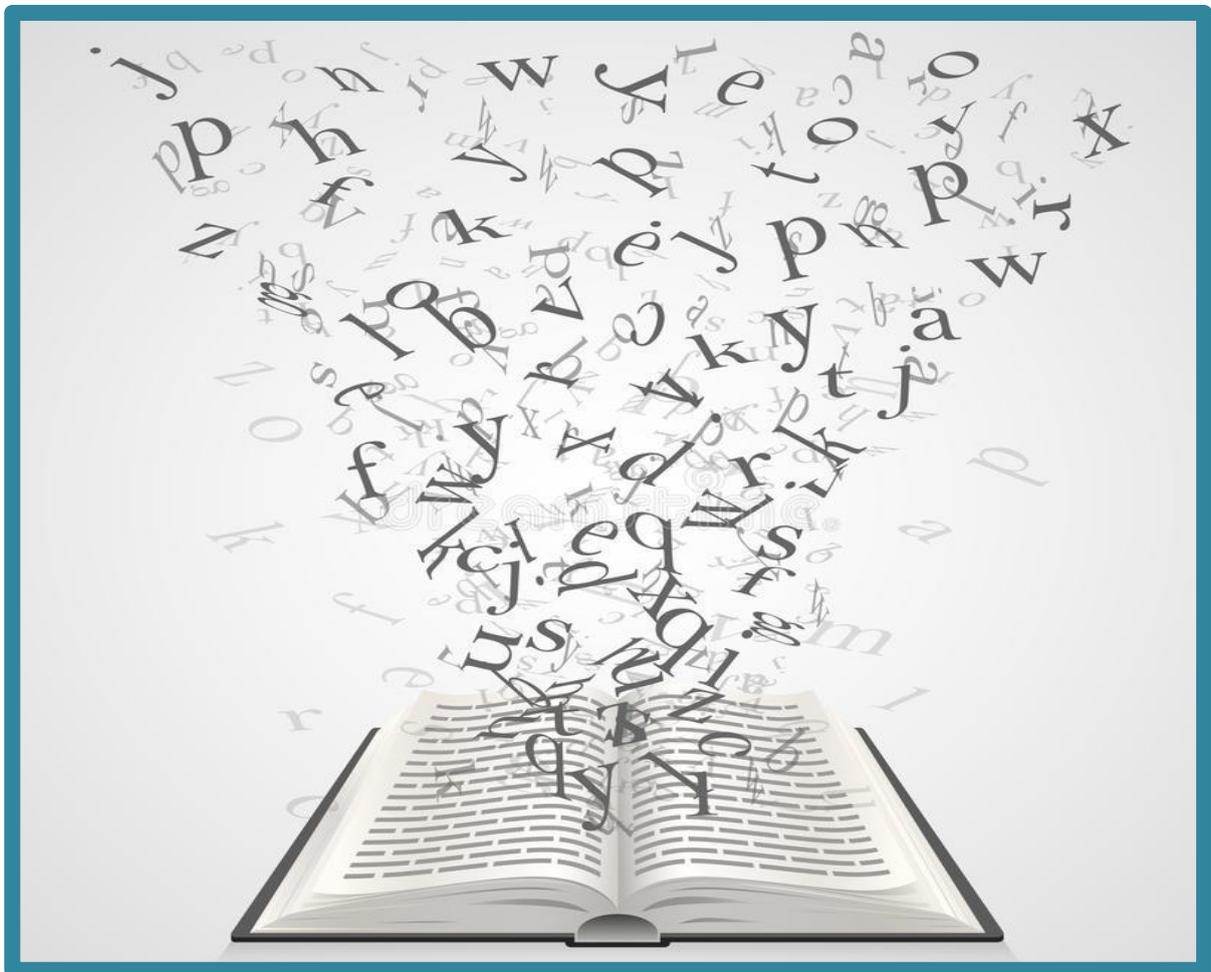
8.1 It is the responsibility of our Local Governing Body to agree and then monitor the school home learning policy. This is done by the committee of the Local Governing Body responsible for the curriculum. Parents / Carers complete a questionnaire during an OFSTED Inspection and our Local Governing Body pays careful consideration to any concern raised at that time, or in between OFSTED inspections, by any Parent / Carer. Our Local Governing Body may, at any time, request from the Head Teacher a report on the way home learning is organised in our school.

Signed Theresa O'Hara Date.....
Headteacher

Signed Melissa Wyatt Date.....
Chair of governor



My Incredible Story Of Learning.



2021 - 2022

English:

- Draw a picture of an animal from the polar region and label key features.
- Write a list of equipment you would need to take on an expedition to the Antarctic.
- Write your favourite story in your own words.

DT:

- Investigate different types of puppets. Choose one to draw and label key features.
- Have a go at making your own puppet show.

You should also be:

- Reading frequently to an adult
- Practising letter and number formation
- Learning number facts (these include bonds to 10 and 20)
- Practise reading and spelling the Common Exception Words



RE:

- Find a picture of a Buddha and sketch it in detail.
- Find out 5 fascinating facts about Buddhism

Art:

- In a shoe/cereal box create a polar landscape using different materials – choose your colours wisely.
- Design a warm outfit to wear in Antarctica – what materials would you

Poles Apart

Please choose at least 3 of the listed activities (with one writing activity) – your homework can take up no more than 2 pages in your homework journal! Present it how you wish – be creative!

Please hand in your journal the week beginning 6th May

Maths:

- Find examples of fractions in real life contexts. Cutting pizzas/cakes or sharing toys equally.
- Draw pictures to show doubles and halves – eg. Ladybirds/dominoes.
- Learn number bonds to 10. Create a poster to help you learn them fluently.
- Create missing number sequences – forwards and backwards with numbers to 100.

English:

- Read a selection of Traditional Tales. Choose your favourite to re-tell in your own words.
- Share a rhyming story or poem. What words did you find that rhyme? Choose a word – what rhymes with it?
- Write and draw about a day or event you have enjoyed.

Art:

- Make a model (sculpture) of an animal out of any material you wish.

RE:

- As part of your faith what do you celebrate? Choose a celebration to tell us about.



Computing:

- How do we keep ourselves safe on the computer? Create a poster to share an e-safety message.

You should also be:

- Reading frequently to an adult
- Practising letter and number formation
- Learning number facts (these include bonds to 10 and 20)
- Practise reading and spelling the Common Exception Words

Stick Man:

- Read the story of Stick Man.
- Make some puppets and re-tell the story.
- Look for your own Stick Man.

All About Me

***Please choose at least 3 of the listed activities – your homework can take up no more than 2 pages in your homework journal! Present it how you wish – be creative!
Please hand in your journal the week beginning 12th December.***

Maths:

- Find different ways to make all numbers to 20. Eg. $0+16=16$, $1+15=16$, $2+14=16$
- Ask your child what 1 or 10 less/more than a number to 100 is. Eg. 1 less than 23. 1 more than 45. 10 more than 25. 10 less than 63.
- Count forwards and backwards in steps of 2, 5 and 10.

Home Learning
Web example
Year 3/4

English:

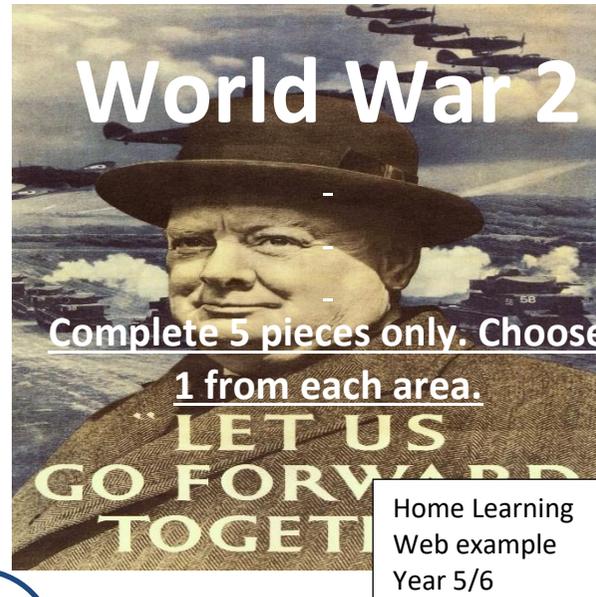
- Choose 5 items that you would pack if you were evacuated to another place today. Write an explanation text giving clear reasons for your choices.
- Write a set of instructions for British Citizens to follow during an air raid.

Art:

- Design and make a board game involving facts about World War 2
- Make your own artefact from World War 2—this could be a rationing book, an evacuation case, a gas mask, a medal or a soldier's helmet.

Science:

- Investigate the materials in your home. Decide which would make the best parachute and why.
- What adaptations do homing pigeons have that made them useful in World War 2 (some even got medals!).



Geography:

- Research where children were evacuated from in England and Europe. Show this on a map.
- Research a World War Two recipe from a different country and make it at home. Write a short paragraph explaining why this was eaten.

Be as creative as you can!!!

Hand in one piece on each of the following dates:

10th May

24th May

14th June

28th June

12th July

History:

- Create an information leaflet about a tourist destination that is dedicated to World War 2 (Anne Frank Museum etc)
- Create a graph comparing the size of armies from different nations in World War 2.