



Clarendon Primary School & Children's Centre

Home Learning Policy

'Doing our best to achieve our best'

Introduction

- 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 and children and is aimed at supporting each child's ongoing learning, consolidation and development of skills.

Rationale for Home Learning

- Home learning is a very important part of each child's education as it helps consolidate, reinforce and practice key skills learnt in school as well as enrich and extend each child's understanding further.
- Home learning can act as an important means of establishing a successful dialogue between teachers and parents and, through the mutual support received, ensure they benefit from the encouragement received both at home and at school.
- Home learning supports the ongoing development of children as independent learners.
- Whilst the school sees home learning as important, we also believe that it should be manageable and beneficial for each child.

Aims and Objectives

The key aims and objectives of home learning are:

- To consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons.
- To provide children with regular practice and application of basic literacy and numeracy skills. (This includes the regular practice and overlearning of times tables and related division facts.)
- To help enable pupils to make maximum progress in their academic and social development.
- To help pupils develop the skills required of an independent learner and to take increasing responsibility for their own learning.
- To help children develop good learning habits for the future.
- With regard to supporting each child's learning, to promote a positive partnership between home and school.

Amount and Types of Home Learning

As children move through the school, the nature and quantity of home learning set changes; however all children will be expected to read daily, learn their weekly spelling / spelling focuses and practice their times tables and/or number bonds. This is important, as these are seen as fundamental skills needed by all successful learners. In addition, each year group will be given a range of other home learning activities as outlined in the table below:

Year group	Regular Home Learning received
Reception	<ul style="list-style-type: none"> • Daily reading with an adult is encouraged for a minimum of 5-10 minutes. • Weekly practical maths and writing activities will be given to practise with your child. • Discussion of the things they have been learning in school that week. <i>(Our weekly focuses will be sent home on the weekly Home Learning information sheet.)</i>
Years 1 & 2	<ul style="list-style-type: none"> • Daily reading for a minimum of 10 minutes. <i>(At least 4 of these sessions should be to an adult, reading their reading scheme book, so the text content can be discussed. Please can comments also be recorded in their reading records.)</i> • Daily practice of weekly number bonds and spelling focuses. • A literacy and a numeracy task each week. (It is expected that this will take approximately 20 minutes to complete.)
Years 3 & 4	<ul style="list-style-type: none"> • Daily reading for a minimum of 10 minutes. <i>(4 of these sessions should be to an adult, reading their reading scheme book, so the text content can be discussed. Please can comments also be recorded in their reading records.)</i> • Daily practice of weekly table and spelling focuses. <p>Children will also be set other weekly home learning activities as follows:</p> <ul style="list-style-type: none"> • one literacy and one maths activity to complete each week. It is expected that these activities will take approximately 30 minutes to complete.
Year 5 & 6	<ul style="list-style-type: none"> • Daily reading for a minimum of 15 minutes. <i>(3 of these sessions should be to an adult, reading their scheme book, so the text content can be discussed. Please can comments also be recorded in their reading records.)</i> • Daily practice of weekly table and spelling focuses. <p>Children will also be set other weekly home learning activities as follows:</p> <ul style="list-style-type: none"> • one literacy and one maths activity to complete each week. It is expected that these activities will take approximately 40 minutes each.

(N.B – The learning of times tables, to support the school’s introduction of the ‘Maths Passport’, is ongoing. Regular opportunities to revisit and practice those tables previously learnt is important, as this helps to ensure children retain their knowledge and are able to recall and use key facts with increasing speed and accuracy.)

Pupils with special educational needs

Home learning activities are differentiated to support the needs of different learners and ensure all children are able to access the planned activities. If you find your child is struggling with tasks set, please discuss this with their class teacher.

The role of parents

Parents have a vital role to play in their child’s education, and home learning is an important part of this process.

- We ask all parents to encourage their child to complete each home learning task set and return it to school on the requested day.
- We invite parents to help their child, as they feel necessary, and provide them with a calm distraction free environment that allows them to do their best.
- Parents can support their child by discussing their home learning with them before, during and after its completion and feedback to their child’s class teacher on areas they found particularly difficult.

- If a child is struggling with a particular task and has tried their best, stop them after the recommended home learning session time (*see table above*), and write a short note to explain the difficulties experienced.
- Encourage your child to read daily at home and read to an adult at least 4 times a week for at least 10 to 15 minutes. Before, during and after reading sessions, talk with them about what they have read, what they think may happen next and why they think certain events occurred. (Children often enjoy thinking of themselves as 'reading detectives' as this encourages them to return to the text looking for clues.)
- Write comments in their reading records to identify how your child got on. What did they do well and what did they find difficult?
- Encourage your child to visit the library regularly and read a range of books, both fiction and non-fiction.

Monitoring and Review

The review of the policy will take place annually.

Review

Date discussed by staff and parents:

Autumn term 2015

Date reviewed by governing body:

Spring term 2016

Date due for review:

Spring term 2017