

# Yorke Mead Primary School

## Home Learning Policy

September 2023



### Our School Vision Statement

*BRINGING LEARNING to LIFE*

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

### **DARE TO...**

**D** - Determination

**A** - Ambition

**R** - Resilience

**E** – Enjoyment

**T** - Trust

**O** - Openness

## **Purpose**

The aim of our home learning policy is to promote learning beyond the school day as an essential part of good education. We believe that home learning not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning. It should support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents and carers as co-educators of their children. We will make every effort to combat disadvantage, for example by considering the need for after-school study support with access to resources such as ICT and mentoring.

*It should be noted that this policy relates to learning that takes place at home whilst children are attending school as normal. Additional comments are contained at the end of the policy for any adaptation that may be necessary as a result of COVID 19 and isolation measures.*

## **Who/what was consulted?**

Parents were consulted on the home learning policy through parent questionnaires. Children have also been consulted through assemblies and class discussions. The allocation of time to be spent on home learning at each key stage has been informed by the DfE guidelines.

## **Relationship to other policies**

The policy refers to commitments made in the home-school agreement, and also relates to the curriculum policy, the teaching and learning policy and to the policy for assessment, recording and reporting.

## **Roles and responsibilities of head teacher, other staff, governors**

The **Headteacher** will ensure that home learning is:

- an integral part of the curriculum and is planned and prepared alongside all other programmes of learning
- appropriate to the age, ability and circumstances of the pupils, taking into account special educational needs
- coordinated in order to be manageable for children on a daily basis
- informed by DfE guidance about time commitments.
- accessible to **all** children and that no child is left behind due to lack of opportunity.

**Teachers** will ensure that:

- pupils and parents are given a timetable for home learning at the start of each term.
- home learning is set and marked in line with guidance and agreed standards.
- tasks are differentiated and well structured.
- pupils understand the purpose of the homework tasks.
- it is clear to pupils how their home learning consolidates and extends the work they are doing in school.

**Pupils** will be required to record the home learning tasks or take the information about the tasks home, ensure their understanding of them, and demonstrate a commitment to spending an allocated time completing the tasks set. They will return their work on time.

**Parents** will encourage and monitor home learning and inform their child's teacher if an issue arises.

## **Arrangements for monitoring and evaluation**

Subject leaders will monitor homework by checking planning, pupils' work and home-school diaries. From time to time a random sample of parents and pupils may be approached to discuss home learning by a member of the school leadership team, who will review the effectiveness of this policy. The governing body will receive updates as part of this sampling.

## **What does home learning look like?**

At Yorke Mead School we believe in the importance of home learning, but also believe it is important that children have time to take part in their own out of school activities. Home Learning should support

children's learning but not prevent these other activities. Teachers will set a day for home learning to be returned but will be flexible to meet the opportunity to attend home learning club.

All homework for the week should be clear and home learning books should be signed weekly by parents and teachers.

Year group	Weekly Home Learning
Nursery	Letter of the week Library Book
Reception	Phonics activity Tricky words Reading Book
Year 1	Phonics & Reading Number Bond Games/ Activity
Year 2	Reading, Spelling pattern, Phonics Grammar activity Timestables activity (number bonds if not ready for timestables)
Year 3 & 4	Spelling pattern, Timestables, Reading Weekly grammar activity Weekly maths activity (can be My Maths) <i>Teachers may wish to set a topic activity on occasions either a weekly activity or long term with weekly expectations</i>
Year 5 & 6	Spellings, Timestables, Reading Weekly grammar activity Weekly maths activity (can be My Maths) Topic – this may be weekly or long term with weekly expectations, such as a menu of activities to choose from.

*NB: All children should have a timestable rock star (TT Rock Stars) log on and staff should be checking their progress*

From September 2023, we will be trialling not having a weekly spelling test; we will move to a half termly test to assess the extent learning has been embedded into the children's long-term memory. The purpose of this is to increase the amount of time available for **teaching spelling patterns** by using the time that would have been spent on *testing spellings pattern* to provide additional teaching time for spelling.

Parents will be sent home a copy of the list of spelling patterns that are being taught each week – this will allow them to practise with their children at home. At the end of each half term there will be a 'blind' spelling test that teachers will use to assess the extent of the children's learning.

Parents will be informed of the outcome of the half termly spelling test.

## Reading

When children first start to read and are reading short, simple books, we adopt a three-read approach to reading books. Each read will have a slightly different focus:

- **1<sup>st</sup> Read: Focus on decoding the text**
- **2<sup>nd</sup> Read: Focus on fluency of the read**
- **3<sup>rd</sup> Read: Focus on ensuring good comprehension**

We ask parents to support this and follow this approach with reading at home too.

As reading skills develop, and books are longer, this approach is no longer required. We do however wish to continue to encourage children to read regularly and therefore an expectation on the amount of reading that will be done each week is set and our reading reward scheme is aimed at encouraging this.

In Key Stage One we expect children to read at home at least four times each week. In Key Stage Two, we expect children to read at home at least three times a week. We ask parents to sign the school reading

diaries to support the school staff to know this has happened; this does not mean that older children need to always read to an adult, but that the adult has confirmed the reading has taken place.

### **Feedback and Marking**

Home learning happens away from the teachers; teachers will therefore always look at the home learning and 'mark' it. Marking may take a variety of forms including a 'tick' approach, a written comment or a verbal comment depending on the nature of the activity or the format of final piece of work. Marking of home learning is unlikely to be detailed, as the nature of the work means dedicated time to respond to the feedback through purple pen editing is limited.

### **What happens if school has to close or pupils have to self- isolate or shield?**

Events of recent years have shown us that life can change very quickly and that schools need to be adaptable. There may be times when physical school may need to close to groups or the whole school. This means that we may need to shift our learning from school to home. This would be referred to as 'home schooling' and is different to home learning, which is in addition to attendance at school.

The school uses an online learning platform, Microsoft Teams for Education, which will allow children some face to face teaching. If there is a need to close school for groups or the whole school teachers will facilitate this using a combination of Teams teaching and the home school communication grid that we developed during the 2020 Covid school lockdown.

If a child has to shield due to medical concerns, and is unable to attend school for a considerable period of time, the school SENDCo will facilitate some face to face learning using Teams supported by a member of the teaching team, which may be a teacher or a member of the school support staff.