

BURTON C of E PRIMARY SCHOOL

HOME LEARNING POLICY



This policy was adopted by the Full Governing Body on:

Chair of Governing Body:		Date:	
Head teacher:		Date:	
Date of Policy	November 2022	Review Date	

Rationale:

At Burton School we believe that home learning should focus on what we have identified as the key skills that children can reasonably practice and develop at home; those skills and knowledge that require repeated and frequent practice in order to become secure and which underpin much of the rest of their learning. These are Reading, key number facts and key writing and grammar features such as handwriting and spelling.

We also believe that it is important for children to be engaged in outdoor experiences, physical and social activities and out of school clubs. We appreciate home life is busy and we want to ensure we recognise this in our home learning policy.

Aims:

By setting regular home learning, we aim to:

- Extend and consolidate children's learning supporting them to make links between what they learn at school and the wider world;
- To share the experience of learning together
- Support children to become responsible and independent learners
- Help children to develop good habits, attitudes and long term strategies for their future learning

Reading

This should take a variety of formats including book sharing and discussion;

- listening to an adult read to them enabling them to hear fluency, expression and ask questions about vocabulary and contexts they may not be familiar with as well as engendering a love of books and stories
- Child reading to an adult (appropriate to their age and phonic ability). This will often involve the child reading the same book several times to build up accuracy and fluency and allow comprehension to develop
- Adult and child reading together
- Looking at picture books and making up their own stories.

Children are expected to read to an adult at least 3 times a week (4 times in KS2) and this reading needs to be recorded on 'Boom online reading record'. We also encourage parents to share a book by reading a library book with/to their child from Reception to Y6 as appropriate.

Our phonics programme, Read Write Inc, begins the process of writing and spelling using the children's developing phonic knowledge and children are encouraged to practice these sounds and blending them to make the words they are working with in school.

Maths ~ Key number facts

This would look different for children in Early Years and those in Year 6. It might include: recognising numbers whilst out and about; learning to recall number bonds to 10; multiplying/dividing any number by 10, 100 or 1000 as well as learning times tables and division facts.

All children Year 1-6 have a Times Tables Rock Stars (TTRS) username and password and are expected to access this program three times a week. This will help to develop fluency and rapid recall of times tables and division facts.

MyMaths is set for children in Year 5 and 6 to support and consolidate their maths learning in school. My Maths or other games or activities may be set in Year 3 &4.

<u>Year Group</u>	<u>Suggested learning activities</u>	<u>Expected time spent each week</u>
Reception	RWInc sounds / Reading / phoneme book Story sack	3 times a week 20 minutes a week
Key Stage One Years 1 and 2	Reading / sharing a book TTRS	10-15 mins - 3 times a week 10 mins - 3 times a week
Lower Key Stage Two Years 3 and 4	Reading / book sharing TTRS / MyMaths or game/activity	15-20 mins - 4 times a week 10 mins - 3 times a week (TTRS) or 30 mins total
Upper Key Stage Two Years 5 and 6	Reading TTRS My Maths SPaG.com (Y6)	20 mins - 4 times a week 10 - 15 mins - 3 times a week 30 mins a week As set.

Parents are strongly advised that children should not spend more than the times suggested above on their home learning activities.

Parents are encouraged to talk to staff if their child is unable to complete the activities or it is creating difficulties at home so we can provide support in school for them.

The role of the teacher

- Ensure children and parents know the expectation of home learning each week.
- Give feedback (where relevant) and award MME badges and gems on Boom reader.
- Make it clear to children how the home learning activities support their learning.
- Ensure that the home learning set is appropriate to the children's age and ability – making adaptations as necessary for those with SEND.
- Make arrangements to support those pupils who are unable to complete tasks at home.

The role of the parents/carers

- Show an interest in what their child is learning in school.
- Encourage and support their child with the home learning tasks set.
- Listen to children read and record on Boom online reading record – or encourage and monitor older children to do this for themselves.
- Provide a suitable place for their child to complete their home learning.
- Speak to a member of staff if for any reason you are unable to support your child's learning at home

The school will monitor and evaluate the implementation and effectiveness of the policy annually.

This policy will be regularly reviewed in consultation with staff, Governors, parents and pupils.