

# Itchen Abbas Primary School Home Learning Policy



At Itchen Abbas Primary School, we believe that well planned home learning provides children with the opportunity to review and revisit school learning. This can be beneficial in supporting children in learning key facts and knowledge through retrieval and spaced practice. We also believe that home learning can provide an effective link between home and school and enable parents to support their children.

## Aims

The aims of this Home Learning Policy are to:

- Promote the practise of basic English and maths (reading, spelling, number facts and times tables) at home.
- Encourage all children to develop their learning beyond the classroom and at home.
- Promote high standards of learning at home.
- Encourage positive learning relationships between children, teachers and parents and carers.
- Ensure consistency and high standards of home learning across the school.

## Purpose of Home Learning

At Itchen Abbas, we believe the purpose of home learning is to:

- Encourage a love of learning.
- Provide frequent and regular, short practice opportunities for basic skills.
- Extend, revise, practise, reinforce and consolidate current learning and skills.
- Encourage children's interaction with parents and carers at home.
- Encourage children's ownership and responsibility for their learning.
- Develop parents' and carers' understanding of their child's learning.
- Promote a balance between time allocated for home learning, play and relaxation.
- Prepare children for the smooth transition to secondary school.

## Appropriate Home Learning

At Itchen Abbas, we believe that the following activities are appropriate for home learning:

### Early Years

- Daily reading of the decodable reading book linked to their phonics stage. Re-reading this book supports the development of fluency and comprehension
- Adult and child reading together the child's reading for pleasure book. This helps to promote a love of reading and extends vocabulary.
- Learning independence skills such as independence and organisational.
- Practising phonics.
- Playing games (including games that develop language and using maths skills such as counting, adding scores etc).
- Practical activities e.g. cooking and dressing up, drawing and cutting, talking together.

ii) Key stage 1 – Years 1 - 2

- Daily reading of the decodable reading book linked to their phonics stage or book band once phonics has been completed. Re-reading this book supports the development of fluency and comprehension
- Adult and child reading together the child’s reading for pleasure book and other reading materials. This helps to promote a love of reading and extends vocabulary.
- Practicing phonics and spellings.
- Maths including times tables and number facts.

iii) Key stage 2 – Years 3-6

- Daily reading – child reading, re-reading books to develop fluency and prediction, discussion about what they have read, a variety of non-fiction and fiction of different genres and reading from the environment.
- Regular reading – children listening to fluent readers reading to them and discussing the text together, to promote a love of reading.
- English: spellings and handwriting
- Maths including times tables and number facts and practice of skills.
- Yr 6 will include revision for KS2 SATS

### Quantity and Frequency of Home Learning

At Itchen Abbas, we believe that children should:

- Read to an adult and listen to an adult read daily at home
- Complete a piece of English or maths weekly, this includes spellings, tables and number skills
- We have agreed that the quantity of home learning may vary, depending on the age and ability of the child. As a guide, we have agreed the following:

<b>Class</b>	<b>Reading with an adult and listening to an adult read</b>	<b>English and maths</b>
<b>Year R</b>	10 minutes daily reading decodable book and reading for pleasure book	Phonics and counting practice 15 minutes per week
<b>Year 1 and 2</b>	10 minutes daily reading decodable book and reading for pleasure book	Phonics and number facts practice 15 mins per week
<b>Year 2</b>	10 minutes daily reading decodable book or book band book and reading for pleasure book	Spelling and number facts including 2, 3, 5 and 10 times tables practice 15 mins per week
<b>Year 3</b>	15 minutes daily reading book band book and reading for pleasure book	Spelling and number facts including 4, 8, 3 and 6 times tables practice 20 mins per week. Practice using Times Table Rockstars
<b>Year 4</b>	15 minutes daily reading book band book and reading for pleasure book with a broadening interest	Spelling and number facts including 11, 6, 9, 12 and 7 times tables practice Practice using Times Table Rockstars. 20 mins per week.
<b>Year 5</b>	15 minutes daily reading book band book and reading for pleasure book from a wider range of authors and genres / purposes.	Spelling and number facts including all times tables including manipulation of scaling (is I know $4 \times 5 = 20$ , I know $40 \times 50 = 2000$ ). Practice using Times Table Rockstars. 20 mins per week.
<b>Year 6</b>	15 minutes daily reading book band book and reading for pleasure book from a wider range of authors and genres / purposes.	Continuation of practice of spelling, punctuation and grammar rules and maths skills including SATS revision 30 minutes per week

### **Role of the Class Teacher**

- To ensure that home learning is sent home and returned in an appropriate manner.
- To provide support to any child struggling with home learning.
- To ensure home learning is purposeful and links directly to the curriculum.
- To ensure children change their reading books regularly with growing independence throughout the school.
- To recognise children's efforts in home learning.

### **Role of Parents and Carers**

- To work alongside the school to develop their child's basic skills by supporting their child with regular and frequent practice.
- To become actively involved in and support their child with home learning activities.
- To support the school by ensuring that their child attempts the home learning.
- To provide a suitable place for their child to carry out their home learning.
- To provide feedback to children on their home learning.
- To encourage and praise their child when they have completed their home learning.
- To support their child in logging their reading and returning reading record books to school.

### **Role of the Child**

- To complete their home learning to the best of their ability.
- To ask their parents or teacher for help if they are struggling with the home learning prior to the date it is due to be handed in.
- To bring completed homework to school on the day it is due.
- To take responsibility for having their reading books in school and changing their books regularly.

### **Role of the Head Teacher and Governing Body including monitoring**

- To monitor compliance with the policy.
- To discuss with staff how far the policy is being successfully implemented.
- To inform new parents and carers to the school, so that they are aware of the home/school agreement and home learning expectations and what it entails.

Date ratified by Governors: June 2022

This policy will be reviewed every 2 years.

Date for review June 2024