



Home Learning Policy

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Bramhope Home Learning Policy

Our philosophy:

Home learning can be a controversial topic. To inform what we do we have planned our policy around what research says about the most effective ways of doing things.

Current research suggests the following principles:

- The most effective thing any parent can do to help their child succeed at school is to read with them.
- Regular retrieval practice is essential if information is to be retained in children's long-term memory
- Activities that involve the parents and child working together on something or talking about work in school can be effective. Home learning does not need to include a written element.

Our aims:

- Recognise and celebrate all the learning that already happens at home
- Be explicit with children and parents about which homework is compulsory and which is optional
- Communicate with parents if their child is not completing their homework
- Be explicit with parents about the ways in which they can help their child at home
- Promote parents and children reading and talking together on a daily basis
- Promote parents helping their children practise spellings and maths facts including times tables
- Help parents plan their time by offering flexibility with weekly home learning
- Allow time for children to pursue interests outside of school and enable them to have unstructured time to themselves, including time to rest and relax
- Encourage perseverance, self-discipline and pupils taking responsibility for their own learning
- Enable children to develop their learning independently, without the teacher's presence
- Provide occasional opportunities for pupils to extend learning beyond what is compulsory

Our expectations:

Daily Home Learning:	
Daily reading (all children)	We recommend 15-20 minutes a day. Children should prioritise reading of their RWI (phonic) book or their reading spine book. Reading should also include time spent discussing the meaning of new words and asking and answering questions.
Daily learning of key facts (all children from Y1-Y6)	We recommend 10 minutes a day. This includes 5 minutes learning spellings and 5 minutes learning key maths facts (eg number bonds to 10) as well as times tables. At the end of Y4, all children sit a national times tables test. The expectation is that all children will have learnt all the times tables (up to 12 x 12) by the end of Y4.
Weekly Home Learning	
Weekly Mathematics (Y1-6)	This will set weekly by each class teacher, but children may choose to do more
Weekly TT Rock stars (Y2-6 only)	This will set weekly by each class teacher, but children may choose to do more
Weekly written task (Y4 – Y6 only)	Up to one hour (total) will be set weekly by the class teacher. This will be a reading comprehension and/or grammar task.
Remote Home Learning	
Age appropriate and on the website	If remote learning is required (for instance in the event of bad weather) class teachers will ensure there is relevant, age appropriate information on the website

Our rationale

We would like all children to complete their daily home learning activities. This establishes routines and helps to develop a strong work ethic, self-motivation and greater independence. However, we do recognise that there are occasions where it may not be possible for children to complete their homework. **In order to encourage home-school communication, parents will be informed if their child has not completed an agreed, home learning task and does not bring it into school later. Similarly, if there is a valid reason that a child has not completed their home learning, parents should email the class teacher.** The class teacher and parent should negotiate a sanction if appropriate.

Reading

The more children practise reading, the easier and more enjoyable it will become. Children who do not practise reading at home are very likely to fall behind and may well struggle throughout their school careers. The more parents read to their children, the larger their vocabulary will grow and the more they will develop their own love of reading. **In addition to reading books from the RWI reading scheme and books from the reading spine, we encourage all children to read a range of texts including fiction, non-fiction and poetry.** Children should read a range of authors and may also choose to read magazines and newspapers, both of which are available in our school library. All children have a library lesson in school each week; we have links to age-appropriate suggested reading lists on our website and recommended books are available in the library.

Learning

When trying to learn spellings, tables facts or maths facts by rote, it is much more effective to practise 'little and often' rather once a week. The more children practise these, the easier they will be to remember. The quicker they can remember them automatically, the more their brain has space to work on other, higher level things. It is also important to stress that if we do not practise maths facts and spellings regularly, we will begin to forget them. That is why even older pupils will occasionally be given easy number facts and spellings – just to check they can still recall these instantly. **When testing children on their spellings, please ensure that they can understand and explain the meaning of the word.** Children will need to understand the meaning of the word in order to take their weekly test; They may be asked to give an example of a word in the same family or asked to use the word in context.

Children may also occasionally be asked to learn other facts that will develop their general knowledge or inform their learning at school.

Talking

In school, we encourage children to ask and answer questions, listen to others, explore ideas and extend their learning through discussion. **We share our 'Big think' questions with parents in the weekly newsletter so that they can discuss the key question at home.** As part of their home learning, children will therefore sometimes ask parents about their opinions and experiences as a means of developing their own views and understanding of the world.

Mathletics and Tables rock stars

Children are expected to know all their tables facts to 12 x 12 by the end of year 4. This is when they will take a national test which tests immediate recall of tables facts in a random order. In years 1-6, children have a login to practise tables facts and apply skills they have learnt in a range of contexts. Children may be working individually or may be asked to work on a particular topic. Class teachers will monitor the work remotely.

Written tasks

Writing activities are designed to allow your child to practise and become fluent in the knowledge they have been acquiring in School as well as apply their knowledge in a range of contexts. Written tasks are usually either a grammar exercise or a reading comprehension.

Remote home learning

The home learning section of the website is regularly updated with a list of suggested activities to do with their parents at home. These are optional learning challenges which support the curriculum units, and nobody is expected to do them. **However, in the event of bad weather, parents may be directed to the home learning section of the website by year group, so that children can work from home for a short period of time.**

Reception

In Reception, alongside reading, phonics and handwriting, your child will receive a weekly blog. This gives you guidance and information about the week's learning. It suggests practical ways in which you can enrich the learning experience at home through talking, exploring, making and asking and answering questions.

Additional work

Children of any age may occasionally be asked to do additional work including spelling and handwriting. **Children will not be asked to regularly complete additional work unless it is part of an individual learning plan which has been agreed with parents.**

Evaluation of the Policy

This policy will be reviewed and evaluated by the senior management team on a biyearly cycle. Any problems or areas that are that are not appearing to be successfully upheld by staff will then be brought to the attention of staff and the policy will be reviewed and further training will be given depending on the needs perceived.