



Home Learning Policy

Autumn 2024

Rationale:

At Whitchurch we believe that:

- I. Home learning is a key element in enabling pupils to develop critical skills for independent learning
- II. Independent learning can create opportunities for our pupils to extend their learning to reflect personal interests and develop an enthusiasm for learning
- III. Home learning offers families an opportunity to engage with, and to support their child's learning directly.

Aims:

Through the policy we aim to:

- ensure that parents are clear about what their child is expected to do;
- ensure consistency of approach throughout the school;
- use home learning as a tool to help continue to raise standards of attainment;
- improve the quality of the learning experience offered to pupils and to extend it beyond the classroom/school environment;
- provide opportunities for parents/carers, children and the school to work together in partnership in relation to children's learning;
- encourage pupils and their parents/carers to share and enjoy learning experiences together;
- reinforce work covered in class by providing further opportunities for individual learning;
- support pupils in practising or consolidating basic skills and knowledge, especially in mathematics and English;
- ensure that adequate time is given to complete home learning;
- encourage children to develop the responsibility, confidence and self-discipline needed to study independently, particularly relevant for those pupils at the upper end of Key Stage 2.

The role of parents and carers in supporting pupils:

In general terms, parents and carers should be encouraged to:

- provide a reasonably peaceful, suitable place in which their children can do their home learning – alone or, more often for younger pupils, together with an adult;
- make it clear to their children that they value home learning, and support the school in explaining how it can help their learning;
- encourage their children and praise them when they have completed home learning;
- listen to their child read daily and sign the home reading records/diaries each day. Class teachers will check these records weekly to monitor progress and engagement.

Pupils with special educational needs:

Setting the right type and amount of home learning for all pupils will need careful consideration by the class teacher. The objectives of home learning outlined in this policy should apply equally to pupils with disabilities or special educational needs. Whilst pupils with SEND, may, on some occasions, benefit from special tasks separate from the home learning set for other pupils in the class, it is important that they should do as much in common with other pupils as possible. Home learning tasks should:

- have a very clear focus;
- give plenty of opportunities for pupils to succeed;
- help develop social as well as other skills where necessary;
- be varied - and not purely written assignments;
- be manageable for pupils and teachers.

Home Learning Expectations:

This policy outlines the expectations for home learning across our school, detailing what each year group can expect. It has been designed to enable opportunities for pre-teaching (revisiting previously learnt objectives in preparation for new objectives) and consolidation (revision of newly learnt objectives).

Daily Reading:

EYFS (Nursery and Reception)	
Children in Nursery and Reception can independently change their storybooks daily, with teachers ensuring they receive a new storybook every Friday to read at home. Parents and carers are encouraged to read with their child for 5 minutes each day, discussing the pictures and story. By the summer term in Reception, children should read their phonics books independently for 5-10 minutes each day to an adult. Additionally, parents and carers should record what has been read in the child's reading record book.	
KS1	
Year 1: Phonics books are sent home on a 3 day or 5 day cycle and Phonics book-bag books are sent home every Friday. Children are encouraged to engage in 10-15 minutes of reading time to an adult at home. Additional time should be spent in discussion of the book e.g. literal and inferential style questioning.	Year 2: Phonics book-bag books sent home on a Friday – at least 15 minutes of reading time to an adult at home. Additional time should be spent in discussion of the book e.g. literal and inferential style questioning.
Daily reading significantly enhances children's literacy development by improving their decoding abilities, vocabulary, and comprehension, ultimately fostering a lifelong love for reading. As a result, children should be reading their phonics book to an adult every day. In addition, we encourage parents/carers to read storybooks to their child regularly, such as during bedtime, to promote reading for pleasure. This allows children to enjoy being read to while also gaining exposure to important aspects of reading, such as tone, intonation, and expression.	

Please record and sign all instances of reading that take place at home in your child's reading record book.

KS2

Years 3 and 4:
Children are expected to read 15-20 minutes of their reading book five days a week (with an adult). Reading completed in school will count towards this.

Years 5 and 6:
Children are expected to read 20-30 minutes of their reading book each evening, ideally with an adult; if children do not manage it one evening, they should read extra pages on other evenings.

Though many children in KS2 are 'free readers' it is important that listening to them read aloud occurs during the week. As in KS1, having stories read aloud to them should continue, further developing tone, intonation and expression as the text becomes more complex.

Exposure of and discussion around word meaning, inferred messages and news and magazine articles is beneficial.

Pupils can write a summary or reflection of what they have read or write some ambitious or new /unfamiliar vocabulary to discuss back at school.

English:

English home learning, encompassing reading comprehension, writing, and speaking and listening skills, will be assigned once a week across all year groups. These activities will be thoughtfully designed to directly reinforce and extend the learning objectives covered in class. By aligning home learning with classroom teaching and learning, we aim to provide students with opportunities for meaningful practice and application of their skills, fostering a deeper understanding of the material.

Reception

In Reception, weekly home learning suggestions for English are uploaded to Tapestry, providing parents with activities to support their child's learning at home. Each child also has a reading folder containing their weekly reading materials, encouraging regular reading practice as part of their home learning routine.

Years 1 - 6

Each child will receive a designated home learning book to complete their English home learning, including spelling practice and other assignments. This book serves as a personal space for students to engage with their learning at home, allowing them to consolidate their understanding and develop essential skills.

In addition to completing tasks, students can use the home learning book to reflect on their learning journey. Parents and carers are encouraged to review and support their child's entries, fostering a collaborative approach to home learning. The home learning book will be regularly checked to celebrate pupils' progress and provide feedback to both students and parents.

Selection of English Home Learning tasks to expect:

EYFS	
<p>Nursery: Please refer to 'Daily Reading' and 'Phonics/Spelling' section for further information</p>	<p>Reception: Please refer to 'Daily Reading' and 'Phonics/Spelling' section for further information</p>
KS1	
<p>Year 1: Simple labelling, grammar games, practical activities e.g. noun hunt writing sentences linked to their weekly learning or story of the week.</p>	<p>Year 2: GPS (Grammar, Punctuation and Spelling) activities to consolidate learning & practical activities</p>
KS2	
<p>Comprehension will include:</p> <ul style="list-style-type: none"> ● vocabulary exploration; ● reading a question and then highlighting sections of the text; ● writing answers in detailed sentences with accurate punctuation and a range of conjunctions and sentence openers; ● handwriting that is neat, accurately formed and joined; ● accurate spelling. <p>Grammar will include:</p> <ul style="list-style-type: none"> ● a range of different types of answers e.g. completing missing words or circling answers; ● answers requiring a full sentence must be correctly punctuated; ● handwriting must be neat, accurately formed and joined; ● accurate spelling. 	

Phonics/Spelling:

EYFS	
<p>Nursery: Each week, we will introduce a specific sound that children can revisit and practise at home. Families are encouraged to engage with their children by exploring this sound through various activities, such as identifying objects that start with the sound, playing rhyming games, or singing songs that incorporate the sound.</p>	<p>Reception: Children will practise a new set of sounds each half term, as well as weekly sounds tailored to their needs. In addition to learning phonetic sounds, pupils will focus on reading and spelling high-frequency words, which will be assigned by the class teacher on a weekly basis. To support families in reinforcing phonics at home, we will provide instructional videos that demonstrate the sounds being taught in class.</p>
KS1	
<p>Year 1: Each week, children will receive 5 to 10 spelling words to practise, which will either be linked to the phonics sound of the week or common exception words. A spelling test will</p>	<p>Year 2: Children will receive a spelling list at the beginning of each half-term which will give the opportunity to to learn 10 words (common exception and topic words) and use these to write sentences as part of</p>

take place every Tuesday, and any words that need further practice will be noted in the children's Reading Records for parents to review.	their home learning. The number of words could increase by the end of the year.
Children are required to write their spelling words into sentences, which will include adjectives, adverbs, and a variety of punctuation for differentiation purposes.	
KS2	
Spelling lists – Year 3 will receive their spelling word lists on a Friday ready to be tested on a directed day the following week. Spelling words/rules will be explicitly taught each week through English lessons. Spelling lists will be based on statutory words and topic words.	
Years 4, 5 and 6 spelling lists will be released with other home learning. They will be expected to learn 10 spellings. Spelling tests can be written or tested verbally through a Spelling Bee.	
In Year 6, children will be tested on spellings from the Year 3/4 and 5/6 statutory spelling lists weekly.	

Mathematics (including timetables and key instant recall number facts - KIRNF):

In all year groups, maths home learning will focus on developing key areas such as fluency, reasoning, and problem-solving, with an emphasis on fluency practice to ensure children build a strong foundation in maths. Activities will be set via Mathletics, directly linked to what is being taught in class. These tasks will either consolidate classroom learning or provide pre-teaching for new objectives.

Children are encouraged to engage regularly with Mathletics to reinforce their skills, and we recommend practising for short periods each day to enhance fluency. If there are any issues accessing or completing tasks, please inform your child's class teacher so alternative arrangements can be made.

EYFS (Nursery and Reception)	
Practical mathematics learning activities will be uploaded to Tapestry on a weekly basis for children to complete at home, starting from the beginning of the school year for Reception pupils and from the Spring term for Nursery pupils. These activities are designed to engage students in hands-on learning experiences that reinforce key mathematical concepts. Families are encouraged to participate alongside their children, using everyday situations to explore numbers, shapes, and patterns.	
KS1	
<p>Year 1: Mathletics homework to be set on alternative weeks to consolidate learning A combination of consolidation tasks and practical activities / games to be played with parents.</p> <p>Times tables: Children will start to learn their 2s, 5s and 10s, exploring relationships between these numbers.</p>	<p>Year 2: Mathletics homework to be set on alternative weeks to consolidate learning Practical activities / games to be played with parents / consolidation of class work or pre-teaching new objectives</p> <p>(Autumn 2) Times Tables Rockstars (TTRS): Children should practise their 2s, 3s, 5s and</p>

	10s times tables to consolidate and build upon Year 1 learning.
KS2	
<p>Children are expected to complete Mathematics tasks set online to consolidate what has been taught in class that week.</p> <p>In Year 3 and Year 4, children are expected to log into Times Tables Rockstars (TTRS) for at least 5 minutes daily to practise their multiplication tables and improve their rapid recall skills. By the end of Year 4, students should be confident in their times tables up to 12x12. To assess this, children will participate in the government-mandated Multiplication Tables Check (MTC) at the end of Year 4. This check, conducted on a computer or tablet, consists of 25 questions, each with a six-second time limit. Regular practice is essential to help children achieve quick and accurate recall of multiplication facts in preparation for this assessment.</p> <p>In Years 5 and 6, children will apply their times table knowledge to related division facts and inverses, whilst working on any gaps from previous years.</p>	

Topic Home learning:

KS1 (Year 1, Year 2) and Year 3	
<p>Children will be asked to complete a creative, practical task once per term (3x per year) linked to their topic. For example, if pupils are learning about the Romans, they may be challenged to create a model of the Roman Colosseum. This enhances learning of the class topic by encouraging pupils to think critically and use a wide range of thinking skills. Parents/carers can support children in these creative design and build projects, which will be displayed in an end-of-term exhibition.</p> <p>Teachers will set this task each term and pupils will have the opportunity to share their home learning task during learning time at the end of the half term.</p>	
KS2 (Years 4, 5 and 6)	
<p>Children are to complete a research project once per term (3x per year) to help enhance the learning of the class topic. It will have specific guidance from the class teacher regarding the information required and where best to find it (e.g. National Geographic Kids). In addition, this will contribute to their Computing Curriculum objectives. Children will receive House Points for the effort made to research and complete their research project, and for creativity and presentation.</p>	

Caveat:

In addition to the standard format, where the teacher feels that there are areas of need, children may be provided with extra one-off pieces of work or booster packs. These could be:

- 'Same Day' consolidation tasks which support the learning that has taken place in school that day; this is designed to increase confidence and accuracy in preparation for the following lesson; this could be for any lesson.
- Handwriting exercises e.g. Fine motor skill activities, letter formation or handwriting packs.
- Sentence work e.g. writing subordinate clause sentences which include accurate punctuation.
- Reading comprehension tasks.

- A research project around a particular topic in order to support children's writing in class.
- Packs of work to aid revision at specific times of year - Phonics packs, Y4 MTC pack or Y6 booster packs for example.

Rewards:

Children will be encouraged and motivated through praise from both teachers and parents/carers. In recognition of their efforts, they may receive stamps, stickers, or House points within the classroom. Home Learning or achievements may also be celebrated during the school's Celebration Assembly, and outstanding pieces may be showcased on displays around the school to further highlight their accomplishments.

Incomplete Home Learning:

Parents are encouraged to tell the class teacher if a child is unable or unwilling to complete home learning tasks independently, as they might be able to offer you further support on how to do it. Teachers will discuss any concerns about home learning tasks with children and parents in order to find out the reasons behind incomplete tasks and provide support where necessary. While the responsibility for ensuring children complete their home learning primarily rests with parents, teachers are dedicated to offering guidance and support whenever needed.

N.B. Teachers will keep a record of home learning submitted to track that home learning is being completed consistently.

Monitoring and Evaluation:

In Years 1 - 6, home learning will be reviewed weekly and celebrated as a whole class activity, with a combination of teacher marking, self-assessment, and peer marking to encourage pupil ownership of their learning. Teachers will ensure that online home learning (e.g. Mathletics, Tapestry) is also completed on a weekly basis.

Year Team Leaders will review a sample of home learning (including books, reading record books, online tasks, creative projects, and photos) every half-term to ensure pupils are engaging with their learning and that the Home Learning Policy is being effectively implemented.