



# Upland Primary School Home learning Policy

## Rationale

The Education Endowment Foundation research shows that for home learning to be effective it must:

- Fully engage children and parents/carers in the learning;
- Be relevant to learning in the classroom;
- Have a clear purpose.

## Aim of policy:

- To provide a clear definition of the purpose and nature of home learning at Upland Primary School.
- To establish how home learning will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved. ☒
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

## Definition

At Upland Primary, we view home learning as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current and/or future learning.

## Purpose

At Upland Primary School, there are a number of reasons why home learning is considered to be important. We believe that:

- home learning provides an opportunity for building an effective partnership between home and school whilst promoting the learning experiences of each child;
- home learning helps parents to understand the standards of work expected from their children as they move through the school;
- skills and understanding, particularly in literacy and numeracy, can be revised, consolidated and reinforced through additional practice at home;
- individual home learning encourages children to develop confidence and self-discipline to study on their own and prepares them for the requirements of a secondary school;
- home experiences of children have a great influence on how they progress at school.

## Aims

At Upland Primary School, home learning is used to:-

- reinforce classroom learning
- contribute to children's progress in school
- raise achievement
- provide opportunities to practise skills with parent/carer
- encourage learning as a life-long process
- promote habits of enquiry and investigation
- support development of independent learning skills
- promote an effective home/school partnership

## Organisation

A regular pattern of home learning helps to establish good routines for the children.

We use the following table as a guide for the time allocated to home learning for each year group:

Year group	Type of activity/Time allocation (based on a 5 day week)
Reception	Reading/phonic work with children (10 minutes per night) Reading of key words (5 minutes per night) Number (5 minutes per night)

KS1	Reading (10 minutes per night) Spellings (5 minutes per night) Arithmetic skills (5 minutes per night) Optional Topic task (30 minutes per week)
Lower KS2 (Years 3 and 4)	Reading (15 minutes per night) Spellings (5 minutes per night) Arithmetic skills (5 minutes per night) Optional Topic task (45 minutes per week)
Upper KS2 (Years 5 and 6)	Reading (20 minutes per night) Spellings (5 minutes per night) Arithmetic skills (5 minutes per night) Optional Topic task (60 minutes per week)

### Working in Partnership

Pupils may need a great deal of support and encouragement from their parents and carers if they are to successfully complete home learning assignments. On some occasions, adults may be directly involved in the activity, for example reading together, playing a game together, taking a child to the library to find information books for a topic. At other times, the parent's role may be to find a suitable location for the child to work and to encourage them to stay on task and work independently.

Parents and carers are asked to support the children's learning of new skills or knowledge. The home learning set will be designed to help the children to practise, consolidate and extend their understanding of the learning that has taken place or will take place in school.

The one-to-one attention that parents and carers can provide is invaluable in encouraging children's learning and understanding by allowing them to question and explain their ideas and praise their efforts.

### Types of Home learning

#### Reading:

Regular opportunities to read are vital throughout the primary years. KS1 children should be reading regularly with parents and carers and looking at books together. Reading practice and listening to others read continues to be essential throughout primary school.

All primary school children should either read to their parents or carers or be read to. If they are fluent readers, they should read on their own for at least ten to twenty minutes a day whilst being given opportunities to discuss their reading. This may be done in the context of home learning, for example a Year 1 pupil may read a book from school to his/her parent or a Year 6 pupil may read a reference book independently to research for a history topic. On other occasions, the reading will not form part of the home learning, for example a parent or carer may read a bedtime story.

#### Basic skills:

Learning spellings and arithmetic skills will also be expected on a weekly basis when appropriate to support the learning in class. For example, arithmetic skills may involve a Year 1 child playing number bond bingo and a Year 6 child practising multiplying fractions. These may be adapted to the children's needs and, if needed, will be discussed with parents/carers. For Reception children this may be counting the door numbers when walking down the street or singing counting songs in the car.

#### Topic task:

Topic tasks will be set on a termly basis and are *optional*.

These tasks will be organised into four different areas of learning: communication; knowledge and understanding; creative; and personal and social. These tasks are voluntary and designed to support the transition of learning between school and home.

All topic tasks will be cross-curricular and will be designed to celebrate children's strengths whilst encouraging independence in their learning.

Below are examples of the activities which the children could be asked to complete. They will be differentiated across the school according to phase. Activities may involve pre-learning and at least one task will involve a visit to encompass outdoor learning. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. All home learning tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

Reading activities/comprehension tasks/book reviews

Creative writing tasks

Scientific activities

Conduct a survey or interview with an adult in their family

Maths investigations/problem solving/puzzles

Real life activities linked to shopping, cooking, money, travel or TV schedules etc.

Researching and preparing for a new topic that will be covered in class

Visiting an important place or building in the local community e.g. library, supermarket, gallery, museum, park etc.

Compiling a quality project over an extended period of time

Planning and preparing a presentation

Children will be issued with 20 tasks across the 4 areas in a term. It is the class teacher's responsibility to ensure that the tasks are fully explained with the purpose made clear to the children. The children can keep a record of the tasks they have complete in order to encourage independent organisation. Children will be provided with a home learning book to complete tasks in if they wish to. Completed tasks will need to be handed in on a Wednesday (to be acknowledged/marked) and books will be handed back out (with basic skills) on a Friday.

#### Monitoring and Acknowledging Home learning

Staff will monitor the completion of home learning by using a variety of methods to check all pupils complete the tasks set within the given time schedule. Class teachers will be responsible for the setting of home learning for their own class. The collecting and marking of home learning activities will be overseen by both the class teacher and the teaching assistant. There are a number of ways in which home learning will be acknowledged. For some tasks, this may involve teacher/teaching assistant marking, peer marking or sharing in class.

Children will be praised in class for the quality of their home learning using the school's reward system.

The Curriculum Leader will be responsible for collecting a cross section of home learning, termly, from across the school to ensure that tasks set are of high-quality and relevant and that children's responses meet the high expectations set by the school.