

Redbourn Primary School



Home Learning Policy

Review date: Oct 2023

Next review date: July 2025

Home Learning at Redbourn Primary School refers to any activities pupils are asked to carry out at home, either by themselves or with their parents or carers. Home Learning may be linked to any of the subjects taught in school from Maths, English or Science through to any of the foundation subjects.

Overview

The overall aim of Home Learning is to promote learning at home as an essential part of education. Home Learning not only reinforces classroom learning, but also helps children to develop skills and attitudes they need for successful lifelong learning. It supports the development of independent learning skills, including the habits of enquiry and investigation. Home learning should be manageable to set and respond to and should not become onerous for pupils or staff.

“The effects are highest, whatever the subject, when homework involves rote learning, practice, or rehearsal of the subject matter.” The best thing you can do is to reinforce something you’ve already learnt.”

Hattie, 2008

Home Learning Aims

- Consolidate and reinforce skills and understanding, particularly in reading, spelling and maths.
- Encourage pupils to take responsibility for their learning.
- Provide opportunities for parents, pupils and school to work in partnership.
- Prepare pupils for the requirements of secondary school.
- Develop the self-discipline, motivation and organisation required to study.
- Maths Home Learning may be self or peer marked, marked by the teacher or TA, or shared within the class. There may not be formal marking every week.

Home Learning Implementation

Home learning routines and expectations will be explained at the ‘Meet the Teacher’ event, which happens at the start of each academic year. The information will be given again in each of the termly curriculum newsletters.

- Home Learning tasks will reflect prior learning and complement class-based activities, or on some occasions, may include pre-learning such as reading or research.
- Tasks are set as a complementary part of the curriculum and will be appropriate to the age, and ability of pupils. They will take in to account any Special Educational Needs. Some tasks may be differentiated.
- Tasks will be set throughout the year, during term-time only.
- Pupils with additional questions about a task, or who require support to complete a task, should speak to their teacher as soon as possible so ensure time for completion by Wednesday.
- In Years 1-6, White Rose Maths Practice Journals will provide Maths activities linked to the curriculum. These provide practice linked to the learning that has taken place in school, reinforcing skills, strategies and vocabulary. Teachers will add QR Codes, where relevant, to teaching videos.
- Spelling will be set weekly either through a task from the relevant Spelling Seed (Years 2-6) or through a spelling activity (Years 1-6) This may be a fixed list of words to practise or a task to apply knowledge of as spelling rule, or the week’s Monster Phonics sounds. Spelling knowledge is monitored via an age-appropriate dictation practice, not a spelling test.
- Home Learning will be set on a Friday and maths is not due in until the following Wednesday.

Pupils are required to:

- Look after books and materials provided by school for the completion of home learning tasks.
- Show commitment and perseverance to carry out tasks within a suggested time period.
- Hand work back in by the given deadline.
- Maintain the same level of presentation and care with home learning tasks that is expected for work in school.
- Clarify understanding of any tasks with a teacher before taking them home and ask for help or further support if needed.

Parents are asked to:

- Sign the orange reading record whenever you hear your child read.
- Provide a quiet space and allocated time to enable homework tasks to be carried out to the best of your child's ability.
- Support your child to access online tasks- Reading Eggs, NumBots, TimesTables Rockstars
- Support your child's efforts through praise and encouragement. Allow them to complete tasks independently, but answer questions and offer support if needed.
- Let your child's teacher know if your child experienced any difficulty completing any of the tasks. This can be done by emailing admin@redbournprimary.co.uk

Redbourn Primary School will:

- At the start of a school year, provide the spelling list appropriate to your child's year group. In Reception to Year 2, this assists with learning common exception words (tricky words) while in KS2 it assists with learning the mandatory Year 3-4 and Year 5-6 spelling lists.
- Provide online login details- these will be in your child's Reading Record at the start of the school year.
- Provide a termly newsletter to keep you informed about what your child is learning across the curriculum.
- Provide mathematics home learning tasks linked to prior learning, which rehearses learning covered in school.
- Ensure children understand the home learning tasks via verbal discussion or written instructions, which are sent home.
- Give opportunities for all pupils to succeed.
- Offer assistance or support with home learning tasks if requested.
- Offer the opportunity to complete tasks in school, where home learning is consistently not being completed at home, or not being returned to school.
- Ask parents/carers to pay to replace lost White Rose Maths Practice Journals in Year 1-6. (A first copy is provided free of charge but replacements will be charged.)

Special Educational Needs

At times, some children may benefit from differentiated tasks, separate from the home learning set for other children in the class. In such cases, there will be close co-ordination between the class teachers and parents/carers.

Reading

It is an expectation that parents listen to their child read every day in Reception to Year 2 and at least four times a week in KS2 (Years 3-6), although we encourage daily reading here

too. Please sign your child's reading record when you have read with them. You can make a comment about their progress if you think their teacher will find it useful.

In Reception to Year 2, your child will bring home a Monster Phonics book, a book they should be able to decode **every** sound in, with the exception of words from the common exception (tricky word list). Any exception words in your child's book will also have been taught to your child, so their reading book should be 100% decodable. This reading book is for rehearsal of learned skills and to cement their current knowledge. Children will be sent home with a book they have already read, to practise and read again. Children will also bring home two book banded books to share at home per week. These may be at a different colour level to the Monster Phonics book.

Once children have completed the Monster Phonics Programme, they will be bringing home one book banded book that they can read fluently and with very few words that they are unable to read. The focus is now your child's ability to use intonation and expression when reading aloud and on skills linked to interpretation of the language, ability to understand inferred meaning and appreciation of authorial techniques.

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Year Group	Home Learning Time Expectations	Reading
Nursery	10 minutes daily- sharing books	When a parent/carer is reading to their child- talk about which way up the book goes and which way we turn the pages. Children are learning that print carries meaning and that the pictures also provide us with information.
Reception	Reading at least 10 minutes per day Num Bots at least 3 minutes per day	Read aloud to an adult: Identify and blend the sounds taught in school. Spotting/recognising the week's 'tricky words' in reading books.
Year 1	Reading at least 10 minutes per day Num Bots at least 3 minutes per day Reading Eggs at least 10 minutes per week Maths Practice Journal Weekly Spelling Task Up to 35 minutes per week, plus reading	Read aloud to an adult: Use the full range of sounds taught in school to blend and recognise a widening range of vocabulary and talk about what they have read.
Year 2	Reading at least 10 minutes per day Num Bots/TimesTable RockStars at least 3 minutes per day Reading Eggs at least 10 minutes per week Maths Practice Journal Weekly Spelling Task Up to 45 minutes per week, plus reading	Read aloud to an adult then summarise what they have read, making links to other stories they have read or heard.
Year 3	Reading at least 10 minutes per day TimesTable RockStars at least 3 minutes per day Reading Eggs at least 10 minutes per week Maths Practice Journal Weekly Spelling Task Up to 1hr per week, plus reading	Children should read aloud to an adult, then talk about what they have read, making reference to the text to support their thinking.
Year 4	Reading at least 10 minutes per day TimesTable RockStars at least 3 minutes per day Reading Eggs at least 10 minutes per week Maths Practice Journal Weekly Spelling Task Up to 1 ¼ hr per week, plus reading	Children should read aloud to an adult, then talk about what they have read, including predictions and facts they have inferred.
Year 5	Reading at least 10 minutes per day TimesTable RockStars at least 3 minutes per day Reading Eggs at least 10 minutes per week Maths Practice Journal Weekly Spelling Task Up to 1 ½ hr per week, plus reading	Children should read aloud to an adult, then talk about what they have read, including similarities with books by other authors and commenting on the presentation and style of the text?
Year 6	Reading at least 10 minutes per day TimesTable RockStars at least 3 minutes per day Reading Eggs at least 10 minutes per week Maths Practice Journal Weekly Spelling Task Other SATs Practice tasks as needed Up to 1 ¾ hr per week, plus reading	Children should read aloud to an adult, then talk about what they have read with reference to all the skills listed for Years 3-5.