



## DISHFORTH CE PRIMARY SCHOOL HOME LEARNING POLICY

### Rationale

We believe that children learn best when parents, the school and children work together in partnership.

Home learning should be a positive experience which should consolidate and reinforce skills and understanding developed at school. It should be manageable, meaningful and enjoyable for parents, teachers and children. It should be flexible to enable children to pursue other valuable after school activities.

Home Learning needs to be a positive experience.

### Aims

- to ensure consistency of approach throughout the school
- to extend and support the learning experience offered to pupils
- to provide opportunities for parents, pupils and school to work in partnership
- to ensure progression towards independence and individual responsibility
- at year 6, to develop independent study skills to pupils in readiness for secondary school

Home Learning can take many forms and can include: craft activities, dressing up challenges, ICT based work, written work, practising skills, learning song words, extended writing and research.

Home Learning Tasks will:

- Have a clear focus
- Give plenty of opportunities for pupils to succeed
- Help to develop social skills whenever appropriate
- Be varied – not always written assignments
- Be manageable for both pupils, parents and teacher

### Role of the Class Teacher

- To provide an explanation of home learning tasks to parents when necessary and give guidance of how they might assist their child
- Set up regular home learning in an easily followed routine
- Ensure that home learning is set consistently across the classes in the cohort
- Set home learning that takes equality of opportunity into account
- Ensure any home learning is purposeful and links directly to the curriculum being taught
- Acknowledge and praise children for regularly completing their home learning tasks
- Mark home learning when necessary and give feedback to pupils

### Role of Parents/Carers

At Dishforth Church of England Primary School, we are very keen for parents to support and help their children with home learning. We take the view that children are likely to get more out of an activity if parents get involved, as long as they do not take over too much. There are also times

when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

We would like parents to:

- Support the school by ensuring that their child attempts the home learning
- Provide a suitable place for their child to carry out their home learning
- Encourage and praise their child when they have completed their home learning
- Become actively involved and support their child with home learning activities
- Make it clear that they value home learning and they support the school by explaining how it can help learning.

## **THE NATURE OF HOME LEARNING**

The nature of home learning will change as children get older. For children in Key Stage 1, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective.

Short activities of different kinds – reading together, learning spellings and number facts - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older, home learning provides an opportunity for them to develop the skills of independent learning, which they will need to continue lifelong learning and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 6 their home learning programme will cover a wide range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and also ensure that, in relation to home learning as much as to other aspects, their transition to Year 7/Secondary school is as smooth as possible.

### **Reception**

- Daily reading: children are expected to read to an adult for 10 minutes a day, 5 times a week
- Phonic sound cards and “green” and “red” words to practise will be sent home as appropriate
- Activities may be sent home linked to the current learning in class

### **Key Stage 1**

#### **Year 1/2 Class 1**

- Daily reading: children are expected to read to an adult for 10 minutes a day, 5 times a week. Please remember to sign the reading record.
- Weekly: High Frequency Words, Learn by heart Number Facts

### **Lower Key Stage 2**

#### **Year 3/4 Class 2**

- Daily reading: children are expected to read to an adult for at least 10 minutes a day, 5 times a week. The children will be directed to chapters to read and will also have follow-up activity linked to their reading. Please make sure that you and your child record the amount of reading completed in their record. Reading records do need to be signed by an adult.
- Weekly: Learn by heart Mental Maths

## **Upper Key Stage 2**

### **Year 5/6 Class 3**

- Daily reading: children are expected to read for at least 10 minutes a day, 5 times a week. The children will be directed to chapters to read and will also have follow-up activity linked to their reading. The children will discuss their reading with an adult in school regularly.
- Learn by heart maths facts
- There may be occasions when additional tasks are set linked to current learning in class.

In addition to reading books set by school, we are always keen to hear about what the children are reading for pleasure.

Children in Upper Key Stage 2 will be asked to undertake additional home learning activities, linked to current learning throughout the year.

### **Equal Opportunities**

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Dishforth Church of England Primary School is committed to creating a positive climate that will enable everyone to work free from any intimidation and harassment and to achieve their full potential. When appropriate we will ensure that children who do not have home access to the internet are able to use the computers in school or are given an alternative paper-based activity to complete.

Reviewed: September 2019

Next Review: September 2020