

## **Gatcombe Park Primary School Home Learning Policy**

At Gatcombe Park Primary School, we believe that children who consolidate their school learning at home make better progress at school overall. It is with this rationale that we focus on our home learning tasks. By setting home learning, we aim to encourage a strong and positive partnership between home and school to enable parents to support classroom work and to ensure that children make the best possible progress.

This policy sets the expectation for home learning for all children and their families at Gatcombe Park Primary School. At the time of updating this policy (May 2022), the COVID 19 pandemic has had a disruptive effect on the education of our children. As a result of this, the support of all parents with our carefully planned home learning is crucial to ensure that the recovery of key learning has maximum chance of becoming embedded and key knowledge and skills have maximum chance of 'sticking'.

In order for our children to reach their full potential, parental support with learning at home is expected on a regular basis. All home learning will link to the learning in school, in order to embed age appropriate skills and knowledge. We greatly value the support parents give to their children at home; home learning fosters and develops independent learning skills and provides parents with an opportunity to take an active role in their children's education.

### **Aims:**

- To set the expectation that learning continues beyond the school.
- To support children and their families in understanding the value and importance of regular, high quality home learning
- To support children in taking ownership of their own home learning.
- Over time, to establish children's increasing independence and stamina around all home learning
- To aid parents in supporting their children's home learning and provide them with an understanding of how it enhances and embeds school learning.
- To provide opportunities to repeat, explain and analyse skills and knowledge, helping them 'stick'.
- To establish a regular routine of home learning from entry into school which will continue seamlessly into Secondary education

Home learning throughout the school is mainly focused on the development of literacy and numeracy skills, which form the basis of access to and application of all areas of the curriculum. Our expectation for parental involvement is that:

- Regular and quality time will be given for home learning
- A good routine and suitable working space is provided that will encourage focused working
- Home learning tasks are read by parents, so they know what their child is expected to do
- Plenty of encouragement and praise for effort is given
- Finished home learning tasks are shared to check they are completed to a good standard
- Home learning, as part of a daily school-day routine, should be positive, meaningful and support pupil progress.

### **Home learning content and routines:**

- Daily reading, at least 15 minutes 5 x weekly.
  - Listen to your child read a book they can read to you (5 x weekly)
  - Read a book, which is beyond their reading ability, to your child for pleasure

- Share a library book which your child has chosen for interest
- If your child is a fluent reader, please still listen to them read to you
- Reading books and reading records for children in all year groups must be brought to school and come home on a daily basis.
- Maths home learning - 15 minutes at least 3 x weekly. This will be in the form of online learning programs such as *White Rose Home Learning* (or similar on See-Saw, our on-line learning platform), *TT Rockstars*, *Numbots*
- Phonics linked home reading for YR and Y1.
- Weekly spelling/phonic patterns with related words and key topic words to be learnt using a range of taught strategies – 15 minutes at least 3 x weekly. Children will also be expected to put these words into context in sentences, which will also support other English skills.

**Reading:** The pupils are encouraged to read regularly for both their own development and also for enjoyment. All children will have 3 books from school:

- **Class reader** – this is a book they can read themselves but has some element of challenge (In YR, this will start with Lilac books – please see below for Reading Colour Band Support for how you can help early reading development)
- **Home reader** – a book they can read themselves. Children on colour banded books will be encouraged to read the book several times to develop skills for reading as a reader (see Reading Colour Band Support below)
- **School library book** – chosen for interest. This can be changed weekly.

**Reading Records:** Every child from Y2 to Year 6 will have a reading record for daily home reading. Please date, write in pages read and add a comment if appropriate. **Children are expected to take their home reading book and reading log home every day and bring back to school every day.** The log will be checked every morning by an adult in class. This will give a clear picture of regular reading at home.

Confident readers may vary their weekly reading between reading alone or to an adult; if they read alone, please ask them to tell you about what they have read.

YR and Y1 follow the Little Wandle Phonics reading program and reading books will come home as informed by our Early Reading Leader (Mrs Thistlewaite).

#### **Maths:**

- Weekly access to NUMBOTS, TTRockstars, Maths programmes as directed by class teachers. Teachers will check the online platform to identify children who use the programme particularly well and for those who access it less frequently.
- Activities based around each class's FACT OF THE WEEK - this could be on paper or on See Saw, our online home learning platform.
- Y6 children may have a weekly SAT style reasoning problem

**Spelling:** In Years 1- 6, children will have an age appropriate spelling book with a section to be worked on each week. The most successful way to learn spellings of complex words is to use a range of strategies to learn the way the word is spelt, then to use the words in a sentence in the correct context to help children remember the meaning and use of the word. Children should practice their spellings using the taught strategies (included in the spelling booklet) and then use them in sentences.

Children's understanding of the meaning and spelling of these words, or of the phonic pattern, will be checked through a dictated passages and linked writing activities and games, as well as a regular spelling test.

PLEASE NOTE: Much of the regular homework will be using Seesaw, an online learning platform, which the children will learn how to use in school. This program will expect children to record and take an image of their work to be sent back to school for checking. Your child will have a logon and password for this, which can be reminded to you by your child's class teacher.

### **Pupils with Special Educational Needs/EHCP**

All homework tasks will be appropriate to the needs of the child.

### **Guide to time expectations for home learning**

	<b>Home learning activities</b>	<b>Approximate time expectation</b>
Year R Y1	<b>Daily reading</b> <b>Speaking and listening</b> – please talk with your child about their day, encouraging them to speak in full sentences <b>Maths</b> <b>Phonics/spelling</b>	15 minutes reading when the focussed <i>Little Wandle</i> book comes home.  15 minutes daily on maths activities
Y2	<b>Daily reading</b> <b>Speaking and listening</b> – please talk with your child about their day, encouraging them to speak in full sentences <b>Maths</b> <b>Spelling</b>	15 minutes reading daily  15 minutes at least 3 x weekly for maths and spelling/ phonics
Y3 Y4	<b>Daily reading</b> <b>Speaking and listening</b> – please hold a range of conversations with your child about a range of topics. Encouraging speaking in full sentences, and responding to your comments to keep a 'conversation' going. <b>Maths</b> <b>Spelling</b>	15 minutes reading daily  15 minutes maths daily  15 minutes spelling daily
Y5 Y6	<b>Daily reading</b> <b>Speaking and listening</b> – please hold a range of conversations with your child about a range of topics. Encouraging speaking in full sentences, and responding to your comments to keep a 'conversation' going. <b>Maths</b> <b>Spelling</b>	20 minutes reading daily  20 minutes maths daily  20 minutes spelling daily

**Review date: May 2026**