



# Monkton Church of England Primary School

## Home Learning Policy

Lead Person: Joanne Guilder

Policy Date: February 2021

Review Date: February 2024

Signatures:

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Chair of Governors

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Executive Headteacher



The Federation of Minster and Monkton Church of England Primary Schools





**Monkton CHURCH OF ENGLAND PRIMARY SCHOOL**

## **'In God's Eyes, Everyone is Special'**

Our school has a warm, Christian family ethos where our children thrive in a secure and happy atmosphere. They are fully supported and nurtured from when they join us until they leave our care.

**Monkton Primary School is a Church of England Primary School and our Christian values are at the heart of everything we do.**

- Compassion
- Friendship
- Forgiveness
- Justice
- Trust

**Every school policy is written with this in mind.**

## **Monkton CEP School**

### **Home Learning Policy**

At Monkton CEP School we define Home Learning as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Monkton we have a strong commitment to parental/carer involvement and see Home Learning as one way of developing this partnership.

#### **Rationale**

Home Learning is an important part of a child's education, and can add to a child's development.

We see Home Learning as an important example of collaboration between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing Home Learning is one of the main ways in which children can acquire the skill of independent learning.

Home learning plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While Home Learning is important, it should not prevent children from taking part in the activities such as various out-of-school clubs.

#### **Aims and objectives**

The aims and objectives of Home Learning are to:

- inform parents/carers about work taking place in class;
- further stimulate enthusiasm for learning;
- give an opportunity to rehearse key skills
- enable pupils to make maximum progress in their academic and social development
- help pupils develop the skills of an independent learner
- consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons

- help children develop good work habits for the future.

### **Home Learning at our school**

At Monkton we believe that Home Learning should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.

We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice. We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However, discreet Home Learning registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents/carers.

### **Current expectations:**

At Monkton, we value 'family time' therefore we don't want to overburden young families with too much work at home. As a result of this, we want children and parents to focus on the fundamentals of learning. These are:

1. Spellings
2. Reading
3. Times Tables

### **Spellings**

All year groups (EYFS when/if appropriate) will be given spellings each week to learn, these will be given to the child on a Monday and tested the following Monday. At the beginning of the year we start with 5 spellings, progressing to 8 and then 10 by the end of the year.

### **Reading**

We are aiming to develop fluent, confident readers who readily engage with and enjoy a wide range of literature. With this in mind, the minimum expectation for all year groups is to read at least 5x a week at home, ideally with an adult. For children in the younger years, we would welcome a comment and signature in the

home reading journal, indicating that home reading has taken place. This will help us monitor and support your child. Older children may record their own home reading in their journals.

As one of primary goals is reading for enjoyment, we welcome adults reading to their children, especially in the lower school, this may also count as home reading, as does discussions of books, these may both be recorded in home reading journals.

Home reading does not need to be only school books, all home reading may be recorded and count towards the home reading goal of at least 5x a week.

On a Wednesday, the whole school take part in a weekly reading challenge, Buster's Book Club. Each year group has a reading target, Reception, Year 1- 10 mins. Years 2 and 3- 15 mins and years 4,5 and 6, 20 minutes. Any reading in excess of this is added up, both individuals and classes then achieve rewards such as badges and certificates.

At Monkton we are proud of our school library. Thanks to our librarians, the library is open both during lunchtimes and during the school day. Each child has their own library number and card and is welcome to take out one book at a time to read both in class and at home.

## **Times Tables**

All children from Years 1 - 6 have individual log ins for Times Table Rockstars and although time is given in school for the children for the children to progress through the levels, they are also encouraged to practise in the virtual space called the 'garage' at home. It is down to the individual class teacher as to whether they want to set certain tables for the children to practise or have all tables available. Parents/carers are invited to discuss individual needs with the class teacher.

## **EYFS**

EYFS children receive groups of phonic sounds to learn at home which will be given in 'Letters and Sounds' order. (For example, the first group of sounds are s,a,t,p,i,n). Initially, parents are given support to enable them to assist their child

to play phonic games at home. When able, children then move on to weekly spellings, as referred to above. The spellings are linked to the weekly digraphs/trigraphs and spelling patterns taught that week in school. This enables the children to develop and practice their independent learning skills.

Additionally, EYFS children take turns to have 'Everywhere Bear' to take home for a weekend. 'Everywhere Bear' accompanies a child home on a Friday and is returned on a Monday morning. 'Everywhere Bear' takes a change of clothes with him, a story book and some pencils and paper. No previous photos or children's work is sent home with the bear. Children are encouraged to draw or write a few words about their weekend and share their news when they return to class on Monday. We stress to parents, that they do not need to do anything extra special or incur any costs, and the bear is to encourage children's communication and language skills by having a focus and talking topic to share with their classmates.

### **Individual Needs**

There may be occasions where a teacher feels additional learning may help a child's education. This could be something specific to the individual e.g. word banks, specific handwriting letter formation, number formation etc. If this is the case, the class teacher will make parents/carers aware and ask them to work on this learning with their child at home in addition to the above.

### **Inclusion and Home Learning**

We set Home Learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any tasks set so that all children can contribute in a positive way.

### **The role of parents and carers**

Parents and carers have a vital role to play in their child's education, and Home Learning is an important part of this process. We ask parents and carers to encourage their child to read, learn spellings and practice times tables as often as

possible. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

Ideally parents should read with their children every day to help them develop a love of books and stories and help them to grow in confidence. We ask parents and carers to sign their child's Reading Record to show that they have heard their child read and discussed their books with them.

### **Concerns**

If parent/carers find the Home Learning inappropriate for a child, if they lack interest, if it becomes a battleground or if they are concerned that Home Learning is given inconsistently, parents/carers are encouraged to talk with the teacher in the first instance. If the parents/carers or class teachers still have concerns, they are encouraged to speak with the Head of School.