

St John Fisher RC Primary School

Home Learning Principles and Practices



LOVE LEARN ACHIEVE

St John Fisher Mission Statement

The school, in partnership with parents, carers and with the parish of St John Fisher, offers to each one of its children a Catholic education centred on Christ, which enables them to grow in God's love, learning to be the best they can be in accordance with Christian values.

Approved by:

Mrs. K. Blom

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November 2021

Next review due by:

November 2024

Home Learning Principles and Practices

Principles

Home Learning is an essential part of the communication between school and home. It is an opportunity for parents to gain an insight into what their child is learning as well as for pupils to develop skills learned at school.

Home Learning activities should not cause undue stress or anxiety for pupils and should not detract from valuable rest and family time in the evenings and at weekends.

Daily reading should be a primary focus of Home Learning. Particularly in the lower primary years, this would ideally involve parents reading to their children as well as hearing them read, although older pupils would also continue to benefit from being read to.

Practising and consolidating basic skills (sounds/phonics/ spellings/ number facts and times tables) provide a vital underpinning to pupil progress. The majority of set Home Learning will therefore involve activities around the acquisition of basic skills.

The majority of home learning will be posted on Google Classroom.

Staff will check that the set Home Learning has been completed, but tasks will not all necessarily be marked. We believe that most distance marking has very little impact on pupil progress and takes a disproportionate amount of teacher time.

The Home Learning expectations are detailed in the **Practices** section. We ask that parents check their child's Google Classroom (and or book bag where appropriate) and support pupils in completing and turning in their Home Learning on time.

Where set Home Learning is not completed, parents may be informed, and pupils may be required to complete it at another time. This might be either at home or in school as appropriate for the age of the pupil and according to how regularly work is not completed.

Practices

Reception

- Daily reading (5-10 minutes, either being read to or heard reading)
- Structured reading scheme books sent home twice a week (after the first half term in autumn).
- Target Sounds for the week via Google Classroom– vital reinforcement of the phonics teaching taking place in class.
- Numeracy activity, linked to the week's learning focus.

Key Stage 1 (Y1 & Y2)

- Daily reading (5-10 minutes)
- Phonics / spellings – *sent home weekly to be learned for a test*
- Number bonds / times tables – *activities from a list of suitable websites sent home*
- Challenge activities will be set for maths and English on alternate weeks via Google Classroom.

Lower Key Stage 2 (Y3 & 4)

- Daily reading (10–15 minutes)
- Spellings – *sent home weekly to be learned for a test*
- Times table facts, both multiplication and division – *to be learned for a test*
- Challenge activities will be set for maths and English on alternate weeks via Google Classroom.

Year 5

- Daily reading (15–20 minutes)
- Spellings – *sent home weekly to be learned for a test*
- Times table facts, both multiplication and division – *to be learned for a test*
- A maths and English activity will be set every week via Google Classroom
- Research and lesson/topic preparation.

Year 6

- Daily reading (20-30 minutes)
- Spellings – *sent home weekly to be learned for a test*
- Times table facts, both multiplication and division – *to be learned for a test*
- Two maths activities each week
- Two English activities will be set every week via Google Classroom
- Research and lesson/topic preparation.