



ST. KATHARINE'S C.E. (V.A.) PRIMARY  
SCHOOL



## HOME LEARNING POLICY

<b>Reviewed by</b>	Headteacher
<b>Review Date</b>	Sept 2024
<b>Date Determined by Governing Body</b>	20.9.24 FGB
<b>Next review date</b>	Summer term 2027

## Purpose

At St Katharine's, we believe home learning should help to:-

- i. Reinforce learning and re-visit things learnt in school.
- ii. Involve parents and carers in their child's learning.
- iii. Help create a positive attitude to learning.

Parents and carers are encouraged to:-

- i. Read with their child every day.
- ii. Help their child to practise number skills including number bonds and times tables.
- iii. Check their child's Home Learning book each week and complete the suggested activities and tasks
- iv. Be positive about their child's learning and show that they value it

We value the support that parents and carers give to their children to help them flourish in their learning. We appreciate that time is precious and therefore, home learning tasks need to be succinct and clear to help to build confidence and skills.

The areas parents can support their child with most effectively are reading, number fluency and phonics/spelling. These three aspects are the foundation of so many other areas of study; it is for this reason that we have chosen to prioritise these areas for home learning at St Katharine's.

As a school, we utilise the principle of regular review and practice. We have found this to be the most beneficial way to ensure that skills are continually improved, embedded and remembered. We believe that the completion of regular short home learning tasks is most effective as it allows children to re-visit the key skills throughout the week.

We believe that home learning should enable parents and carers to be involved in their child's learning and that it should be a positive, shared experience. We do not expect children to undertake large amounts of home learning every night as we believe that children should have time to rest and play. If a child is having difficulty with home learning, they are encouraged to discuss this with the class teacher.

The school will ensure that there is a regular programme of home learning as the child progresses from Early Years to Year 6. This will be communicated to parents at the start of each year, and will be a range of practical, interactive activities covering reading, maths (which may include work on Numbots or TTRS), spelling and some independent learning depending on age.

As the children move up through school, we gradually increase the amount of home learning that is set. With maturity, the expectation is that children will become more independent at completing their tasks and in upper key stage 2 they become more ready for their transition to Secondary School.

Much of the home learning is based around short bursts of practice and repetition and the weekly sheets, stuck into the Home Learning books, make it clear what is expected. Teachers will always check that written/recorded home learning has been completed and, if appropriate, will mark or stamp the task for acknowledgement.

Home learning will not normally be set during holiday periods, however children should continue to read every day and re-visit maths skills through the use of games, practical activities or websites.

### Monitoring and Evaluation

- Parents and carers will be able to talk to the teacher if they wish about engagement with home learning tasks and activities; teachers are always willing to talk to parents about how to provide support for their child.
- Class teachers will monitor Home Learning books and reading logs and raise any concerns with parents.
- The Senior Leadership Team will monitor home learning provision at least once a year by checking the range and consistency of focus tasks and activities on the home learning weekly sheets across the school and discuss these with staff. We encourage a range of activities, both practical and written.

### Home Learning Programme

		Reading	Number fluency (with suggested task)	Phonics/spelling practice (with suggested task)	Other
Early years	Highlights of the week/notices	5-10 minutes daily recorded in reading log	5 minutes 3 times a week	5 minutes 3 times a week with one practical task	
Y1	Highlights of the week/notices	5-10 minutes daily recorded in reading log	5 minutes 3 times a week with worked example	5 minutes 3 times a week with worked example	
Y2	Highlights of the week/notices	5-10 minutes daily recorded in reading log	5 minutes 3 times a week with worked example	5 minutes 3 times a week ticked off in home learning book	
Y3	Highlights of the week/notices	10 minutes daily ticked off in home learning book	10 minutes 3 times a week ticked off in home learning book with worked example	5 minutes 3 times a week ticked off in home learning book	
Y4	Highlights of the week/notices	10 minutes daily ticked off in home learning book	10 minutes 3 times a week ticked off in home learning book	5 minutes 3 times a week ticked off in home learning book	Closed SPAG or arithmetic task with worked example <u>weekly</u>
Y5	Highlights of the week/notices	15 minutes daily	15 minutes 3 times a week	10 minutes 3 times a week	Closed SPAG and arithmetic task with worked examples <u>weekly</u>
Y6	Highlights of the week/notices	15 minutes daily	15 minutes 3 times a week	10 minutes 3 times a week	Closed SPAG and arithmetic task <u>weekly</u> . Twice weekly from Spring Term.

Occasional other tasks linked to themes, special events etc to be set when appropriate.