



**Oreston Community Academy**

# **Home Learning Policy**

**Date Reviewed by the Governing Body: Summer 2023**

**Next Review date: Summer 2025**



## **Oreston Community Academy** **Home Learning Policy**

In order that our pupils at Oreston Community Academy attain the highest standard (spiritual, moral, social, cultural and academic), we recognise the importance of an active partnership between home and school. Home learning is just one of the ways in which we seek to foster this partnership. Home learning encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

We set home learning for all children. We ensure that all tasks set are appropriate to the ability of the child. If a child has special educational needs, we endeavor to adapt any task set so that all children can contribute in a positive way.

As adults, we can inspire and encourage a love of learning in our children. We can support by creating an environment both at home and at school, in which children can develop their own ideas, express feelings, take chances, make choices, share their opinions, and most of all, grow to be strong and independent individuals.

### **Aim of the Policy**

At Oreston Community Academy we believe home learning is 'an essential part of good education that supports children's development as independent learners'. We believe that home learning is one of the main ways in which children can acquire the skill of independent learning. We value the effectiveness of home learning when used to practise and apply concepts previously learnt in school.

We aim to provide home learning opportunities for all children that promote regular, well-planned activities that:

- consolidate, reinforce and extend skills and understanding, particularly in reading, spelling, phonics and maths;
- provide opportunities for parents and children to work together;
- allow children to progress towards becoming more independent learners;
- enable pupils to make maximum progress in their academic and social development;
- develop good work habits and self-discipline for the future;
- encourage skills and attitudes which help children improve their educational performance;
- help parents gain insight into their child's schoolwork and promote partnership between home and school;
- ensure there is a consistent approach to home learning throughout the school;
- ensure that teachers, parents and children have a clear understanding regarding expectations for home learning;
- ensure that teachers, parents and children are fully aware of the role they play with regard to home learning.

### **What is Home learning?**

Home learning should not be a chore, but children should see it as an extension of their schoolwork. There may be occasions when some tasks are more challenging or difficult than usual as home learning plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading with an adult (or independent as the children get older with a discussion to follow)
- learning number facts (including times tables)
- spelling/phonics activities

## **Communication**

### **With children**

The foundation of successful home learning lies in the initial – and then continued – communication of the intention. Teachers will dedicate time each week to share and explain the home learning to ensure all children have a clear understanding of the home learning.



Clear intentions need to be communicated by the teacher to the children:

- What is to be completed
- When it is to be completed
- The standard to which it is to be completed
- Resources that can help the children
- Where the work is to be completed (e.g., home learning planners, etc.)

For some pieces of homework, intentions should be modelled in class i.e., doing an example together. This has two benefits:

1. reassuring the learner (home learning can be a very daunting challenge for some children)
2. clearly setting out the intention/flow of the work.

### **Working with Parents/Carers**

At Oreston Community Academy we value the support of parents in the success of home learning. It is vital that parents can support home learning and value its importance as children develop a love of learning both at home and school. It is also important for parents to recognise that it is the children's responsibility to complete the work.

We understand that some parents have anxiety linked to homework, as many parents will have little experience of home learning (as children themselves) or have negative memories of having home learning. Therefore, as a school we will ensure we:

- communicate the tasks clearly through Class Dojo (or Tapestry for Early Years);
- provide parents with a clear policy regarding home learning;
- ensure this policy is fully and consistently followed;
- provide support for parents with information about home learning;

### **All school staff have a responsibility to:**

- Ensure there is clear communication with children and parents in terms of home learning.
- Plan and set a programme of home learning that is appropriate to the needs of the child.
- Ensure all children understand the home learning they have been given.
- Be available to talk to parents and children about home learning.
- Inform parents if there is a problem regarding home learning.
- Ensure there is consistency and that the value and expectation of home learning is upheld.
- Recognise and celebrate the completion of home learning to a high standard.

**Children have the responsibility to:**

- Ensure they have everything they need to complete home learning.
- Ask any questions when the home learning is set to ensure they understand the expectations.
- Put maximum effort into the tasks.
- Hand in home learning on time.

**How you can help and support your child**

One of the first things you can do to support your child's learning at home is to keep up to date with what your child is learning and what is going on in the classroom. Communicate with your child to find out what's going on in the classroom. What are they learning? What stories are being shared? What are your child's favourite activities in class? By knowing what interests your child and how they learn best, you will be able to help them build skills based on their strengths.

Creating a home climate that invites investigation, creative thinking, and collaboration lays the foundation for quality learning experiences. When you provide plenty of time and space for open-ended play and activities every day, you create opportunities for your child to really feel the joy of learning. But it is important to remember that fostering a love of learning is not just about the materials or activities you provide, but rather your own responsive, inquisitive attitude toward learning.

One of the easiest ways to deepen your child's thinking is to have meaningful conversations about their activities. When you ask great questions and invite discussion, you help them construct their own learning.

**Home learning works best when parents:**

- support your child in completing home learning with patience and love;
- ensure your child completes home learning to a high standard and hands it in on time;
- provide the appropriate conditions for the child to complete the home learning;
- provide the appropriate resources for the child to complete the home learning;
- encourage and praise your child's effort and work.

**Expectations****Nursery and Foundation (EYFS)**

Learning together is the emphasis for children in Early Years. The activities will have a strong emphasis on reading and learning together. In Nursery and Foundation, a weekly newsletter shares learning in school for the upcoming week. This provides an opportunity for discussion at home and provides examples of activities that parents/carers can choose to undertake.

The home learning will be set on Tapestry.

**Key Stage 1 (Years 1 and 2)**

For children in Key Stage One, we encourage parents to work together with their child to support them with their home learning. The emphasis remains on reading, phonics and number facts.

All home learning will be set on Class Dojo.

**Key Stage 2 (Years 3, 4, 5 and 6)**

As children get older, home learning provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children, but children should become more independent learners.

The home learning will be set on Class Dojo.

## What type of home learning will my child get?

EYFS	Key Stage 1	Key Stage 2
<b>Nursery</b> <ul style="list-style-type: none"> <li>Ideas for learning at home linked to weekly focus</li> </ul>	<b>Year 1 and Year 2</b> <ul style="list-style-type: none"> <li>Reading</li> <li>Spellings/ Phonics support including videos</li> <li>Maths activity (Numbots/Key instant recall facts)</li> </ul>	<b>Year 3 and 4</b> <ul style="list-style-type: none"> <li>Reading</li> <li>Spellings/Phonics or Fresh Start support including videos</li> <li>Maths (TTRockstars or Key instant recall facts)</li> </ul>
<b>Foundation</b> <ul style="list-style-type: none"> <li>Reading</li> <li>Phonics support including videos</li> <li>Letter formation</li> <li>Ideas for learning at home linked to weekly focus</li> <li>In the summer term, the children will have spelling books to support the transition into Key Stage 1.</li> </ul>		<b>Year 5 and 6</b> <ul style="list-style-type: none"> <li>Reading</li> <li>Spellings/Phonics or Fresh Start support including videos</li> <li>Maths (TTRockstars or Key instant recall facts)</li> </ul>

## Maths expectations

Numbots	
<b>Year 1</b>	Steel
<b>Year 2</b>	Titanium
<b>Year 3</b>	Gold
<b>Year 4</b>	Platinum
<b>Year 5</b>	Diamond
<b>Year 6</b>	Achieve 3 stars on each level

Times Tables Rockstars	
<b>Year 2</b>	10s, 2s and 5s
<b>Year 3</b>	3s, 4s and 8s
<b>Year 4</b>	6s, 7s, 9s, 11s, 12s
<b>Year 5 and Year 6</b>	Maintain and improve speed and fluency

## Guide for weekly home learning (KS1 and KS2)

- Read every day. Reading is the single most important indicator of future success in all subjects, so we are passionate about ensuring that all of our pupils develop a love for reading. We will provide a school library book that is carefully matched to each child's reading ability to be read at home. Children will bring their reading books home every evening, and the role of the adult is to listen and support them. It is important to remind the children to use different strategies to read new words. Using their phonics' knowledge and 'Fred Talk' to sound words out may help as well as looking at the pictures and looking for words within words. As children move through the school, this will change from reading to an adult to a balance of reading to an

adult and reading independently. It is essential that the children read the books selected by school and we encourage children to also read books of their choosing.

- Weekly spelling practice. Every week, children will be provided with a list of words to learn. Research shows that 'over-learning' spellings supports children, including those with English difficulties, in securing spellings to their long-term memories. Therefore, children will be asked to complete some written home learning practice each week.
- Fluency with number facts. Fluency with the fundamentals of maths and the ability to recall and apply facts rapidly and accurately is essential as children move through the programmes of study. At Oreston, we use Times Tables Rockstars and Numbots to support the children in developing and retaining the key number facts they need. These games are carefully sequenced programmes, individualised to the needs of each child. Research shows that 'little but often' is the most effective approach to learning and consolidating number facts and children should play each game for 10 minutes at least 3 times per week.

### **Equal Opportunities and Special Educational Needs**

For those children who have an Individual Education Plan (IEP), we ensure that all tasks set are appropriate to the ability of the child following a Graduated Approach to home learning. Class teachers will make regular contact to ensure that the learning is suitable. For those children on Precision Teaching programmes, these spellings will be set for home learning and for other children, spellings will be personalised to meet their needs.

### **How will home learning be shared?**

In Foundation and Nursery, there will be a weekly letter which shares learning for the week and a weekly homework task. There will also be additional learning for phonics linked to the Read WriteInc phonics scheme. These will be uploaded to Tapestry on a Friday.

To help parents and children, all home learning will be set on Friday and is due in on the following Thursday or before. The children will have a session on Friday to go through the homework so that they are clear about what they need to do.

### **What will happen if children do not complete their home learning?**

The expectation is that children will complete their home learning. However, if for any reason children are unable to complete their home learning, parents/ carers should provide the class teacher with a note or contact the class teacher via the year group email explaining why the home learning has not been completed.

- **On the first occasion** a child does not complete home learning, a discussion will take place with the child to understand why it was not completed and offer any support needed.
- **On the second occasion** that a child does not complete home learning, the class teacher will make contact with the parents / carers to offer any further support with home learning.
- **On the third occasion** that a child does not complete home learning, the child will have to complete this homework during play or lunchtime in order for them to have the support they need to complete the home learning.

Effectiveness of the policy will be assessed through:

- feedback from staff, pupils and parents;
- review of the policy by staff, SLT and governors

Policy Author: All Teaching Staff

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