

Kingsbury Green Primary  
School

# Home Learning Policy

DATE: SEPTEMBER 2020

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# Home Learning Policy

July 2020

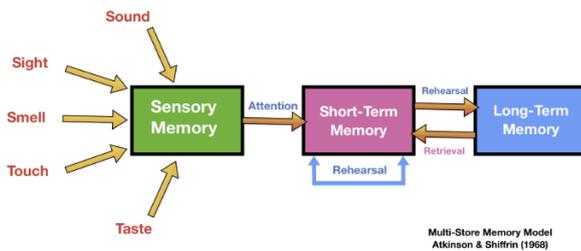


## Rationale

Home learning is one of the ways in which we work in partnership with our families to help develop children's dispositions and attitudes as life-long learners.

Our policy draws on the science of how children learn; research shows that regular practice enables children to commit learning to long term memory and make knowledge 'stick'. This is important in helping children to achieve mastery. The main focus of our home learning therefore, is the regular rehearsal of key skills and facts.

The Multi-Store Memory Model



Our policy also builds on the experiences of our teachers and children during school closure due to Coronavirus and draws upon important feedback from our Parent Survey, July 2020. We accept that weekday evenings and weekends can be busy for families. We also believe that homework should be enjoyable and manageable for all concerned and that if it becomes a burden or a source of conflict it ceases to be a constructive aspect of teaching and learning. Therefore, we do not specify amounts of times or days that must be spent on a task. Instead, we prefer individual children and families to set their own routine; children may wish to practise their facts every evening or complete these on a weekend. As children progress through the school, they are expected to spend longer developing their study skills and work with greater independence. There is, however, one exception to this flexible approach – reading! We are a school that reads; we know how vital reading is both for pleasure, for academic success and as a life skill. In the early stages of schooling, children learn to read and once they become fluent, they read to learn. With this in mind, **we expect every child in every year group to engage with reading every day.**

## Aims

- Ensure a consistent approach
- Ensure progression
- Ensure the needs of the individual are taken into account
- Develop positive partnerships between pupils, parents and school
- Develop skills of independence, perseverance and promote curiosity

## Expectations

- Home learning is set every Thursday. Children have a week to complete their assignments and they return completed work the following Thursday.
- Home Learning consists of
  - daily reading
  - a Knowledge Organiser which sets out the key facts children are expected to learn in History/Geography/Science
  - a Home Learning sheet which sets out the key areas of practice for Reading, Spelling, Maths and the Wider Curriculum. Children are encouraged to access their Accelerated Reader and myOn accounts, and their Oxford Owl and Times Table Rock Star logins to support their practice. The *Why Don't You?* section on the sheet also provides opportunities for children to explore and develop their thinking further. Children in our EYFS and Year 1 are encouraged to participate in more practical activities at home whilst older children in Years 2-6 are also set online assignments using Microsoft Teams. At times, teachers may need to adapt learning depending on the age, stage and needs of the child and what is being studied in class; pupils in Year 5 & 6 may also be given additional tasks to consolidate learning.
- Parents are expected to support and encourage their children with home learning.
- Children record their responses in their Purple Home Learning books. These books should remain at home. Children will also be required to complete some of their assignments online using Microsoft Teams.
- **Every child is expected to read every day. We ask that parents listen to their child read aloud, then sign and date the reading diary.** Children should return their reading book and reading diary to school each day.
- Teachers do not mark home learning. Instead, they assess children's progress on a weekly basis using in-class testing, self or peer marking, and provide feedback via class discussion, transferring knowledge and understanding into class books or displays.
- Where children are not demonstrating effort and hard work nor making the progress expected of them, this is discussed with the parents and the child.

Expectations by Year Groups				
	Reading	Spelling	Maths	Wider Curriculum
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>Read fluently – understand what is being read and read with expression</li> <li>Develop vocabulary</li> <li>Develop imagination and empathy</li> </ul>	<ul style="list-style-type: none"> <li>Learn the rules of the English language</li> <li>Explore spelling patterns in order to spell unfamiliar words</li> <li>Learn word structures and understand their purpose</li> </ul>	<ul style="list-style-type: none"> <li>Recall number facts with speed and confidence in order to apply these when solving problems.</li> </ul>	<ul style="list-style-type: none"> <li>Use Knowledge Organisers to provide points of reference for a Science/History/Geography topic</li> <li>Understand the world around them and their role within it</li> <li>Learn key facts and retrieve information.</li> </ul>
<b>EYFS - Yr 1</b>	<p>Picture books/reading using banded books</p> <p>Practise phonics</p>	<p><i>Handwriting:</i></p> <p>EYFS practise pencil grip, letter formation and cursive script</p> <p>Yr 1 practise cursive script (joined-up handwriting)</p> <p><i>Spelling:</i></p> <p>EYFS practise Red words list</p> <p>Yr 1 practise High Frequency words and words on the Year 1 and 2 list from the National Curriculum</p>	<p>EYFS practise digit formation, count objects to 10 and beyond, say the number that is one more/less</p> <p>Yr 1 practise digit formation, number bonds to 10, then 20. Count in multiples of 2,5,10.</p> <p>Recall and use all doubles to 10 and corresponding halves</p>	<p>Learn key facts and answer questions relating to the topic</p> <p>Conduct personal research and engage with learning projects</p>
<b>Year 2-4</b>	<p>Daily reading for 20 minutes minimum using banded books/myOn/ Accelerated Reader</p>	<p><i>Handwriting-</i> practise cursive script</p> <p><i>Spelling:</i></p> <p>Yr 2 practise five words from High Frequency words and Year 1 and 2 National Curriculum list</p> <p>Yr 3 &amp; 4 practise eight words from High Frequency words and Year 3 and 4 National Curriculum list</p>	<p>Practise digit formation</p> <p>Practise Times Tables Rockstar Maths (see individual year group expectations for mastering multiplication and corresponding division facts)</p> <p>Yr 2: x2, x5, x10</p> <p>Yr 3: x3, x4, x8</p> <p>Yr 4: all facts up to 12 x12</p>	<p>Learn key facts and answer questions relating to topic</p> <p>Conduct personal research and engage with learning projects</p>
<b>Year 5 &amp; 6</b>	<p>Daily reading for 20 minutes minimum using banded books/myOn/ Accelerated Reader</p>	<p><i>Handwriting</i> – practise cursive script</p> <p><i>Spelling</i> - practise ten words from Year 5 and 6 National Curriculum list</p>	<p>Times Tables Rockstar Maths</p> <p>Yr 5 &amp; 6: revise all multiplication and division facts up to 12 x 12</p>	<p>Learn key facts and answer questions relating to topic</p> <p>Conduct personal research and engage with learning projects</p> <p>Generate lines of enquiry and challenge long-held perceptions</p>

This policy should be read in conjunction with:

- Home School Agreement, Behaviour and Motivation Policy and Feedback Policy