**St Gregory’s CE VA Primary School**

**Home Learning Policy 2015**

**Rationale**

At St Gregory’s we recognise that as their child’s first and foremost educators, parents and carers have a vital part to play in supporting their child with their learning in school. It is well documented that children learn most effectively when home and school are working together in partnership. This policy has been written to ensure that there is a clear, purposeful approach to home learning in our school that not only builds on the children’s learning in school but also provides opportunities for families to share the learning journey with the children.

**Aims**

* To encourage a positive approach to home learning that complements and reinforces learning in school.
* To enable families to engage in learning together.
* To encourage in the children a lifelong love of learning through independent learning opportunities outside school.
* To develop confidence and self discipline as skills for learning in the future.

**How much time should be given to home learning?**

Foundation Stage 30 minutes per week

Key Stage 1 1 hour per week

Years 3 and 4 1 ½ hours per week

Years 5 and 6 2 ½ hours per week

These timings are for guidance. It is, however, the quality of home learning that is more important. We recognise that home learning must be managed by parents/carers according to the needs of the individual child and family commitments.

**The Role of Parents/Carers**

Parents and carers can help with home learning in the following ways;

* Being positive about home learning and supporting your child in organising their time to ensure it is completed (but not doing it for them!).
* Discussing home learning tasks, helping with instructions and supporting your child whilst they are completing them.
* Providing a quiet space without too much external interruption (TV etc).
* Reviewing completed home learning with your child to support them in checking for errors.
* Using homework diaries and reading journals to confirm children’s home reading etc.
* Providing feedback to class teachers on any issues that may arise from home learning.

**The Role of Class Teachers**

Class teachers will ensure that home learning is set in accordance to the timetable in this policy. In addition to this they will ensure;

* that home learning is clearly explained and that children understand what is expected.
* that home learning is marked and assessed weekly to check progress (e.g. multiplication table tests, spelling assessments, reading journal checks etc).
* that children are rewarded for commitment to and effort in their home learning.
* that home learning is appropriately differentiated according to the needs of the child.
* that where there are concerns regarding home learning, parents are contacted and informed.

**How is home learning organised?**

At St Gregory’s Primary School, the staff and governors have decided that home learning will be organised in the following ways.

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| --- | --- | --- | --- |
| **Year Group** | **Numeracy - weekly** | **Literacy - weekly** | **Other** |
| **Foundation Stage** |  | Reading to an adult daily (Sound book or reading book).  Key words for reading and spelling will be sent home as appropriate |  |
| **Year 1** | On alternate weeks a maths activity linked to their learning in class. | Reading to an adult 10 minutes each day.  High Frequency words for reading and spelling.  Weekly maths activity |  |
| **Year 2** | Activities to learn the 2, 5 and 10 times tables - ongoing  Mathletics | Reading to an adult 10 minutes each day.  10 spellings on phonic sound  High frequency word cards – ongoing | Theme related activity for a set period |
| **Year 3** | Each child will be given a multiplication table - ongoing  Mathletics | Reading to an adult 10 minutes each day.  Spelling  Writing task a required to consolidate learning in class | Theme related activity for a set period |
| **Year 4** | Each child will be given a multiplication table to learn in the form eg  1 x 4 = 4;  2 x 4 = 8 etc.  A maths activity linked to their learning in class. | Reading to an adult 10 minutes each day  A list of words to learn spellings, linked by a theme (spelling pattern, rule or subject).  A short written homework consolidating learning in class. | From time to time linked, to learning in class. |
| **Year 5** | Each child will be given a multiplication table to learn in the form eg  1 x 6 = 6;  2 x 6 = 12 etc.  A maths activity linked to their learning in class. | Daily reading 15 minutes preferably to an adult,  A list of words to learn spellings, linked by a theme (spelling pattern, rule or subject).  A short written homework consolidating learning in class. | From time to time linked, to learning in class. |
| **Year 6** | Each child will be given a multiplication table to learn in the form eg  1 x 7 = 7;  2 x 7 = 14 etc.  A maths activity linked to their learning in class. | Reading 15 minutes each day at least, if possible to an adult, 10 pages per day. PLUS completion of reading journal activities – twice weekly  Written homework consolidating learning in class. | From time to time linked, to learning in class. |

Note: In Year 6, additional activities may be sent home to support Booster work as the children approach the end of Key Stage SATs.

**Children with Special Educational Needs**

Children with special educational needs may also receive additional home learning activities from any individual or small group support they may receive. This will be linked to targets on their Learning Journeys.

**Equal Opportunities**

At St Gregory’s CE VA Primary School, children are given equal opportunities to engage in all activities regardless of race, class, gender, culture, religion, language, special educational needs or disability. The school actively seeks to provide children with a range of resources, activities and experiences, which represent and celebrate the diversity of the world we live in.

**Monitoring and Evaluation**

The headteacher and the governors are responsible for ensuring the implementation of this policy. Monitoring will be carried out through feedback from parents/carers in homework diaries and reading journals, during parent consultations and from responses in our annual survey. In addition to this, feedback will be sought from the children and through the school council.

This policy will be reviewed in consultation with staff, governors, children and parents/carers every 4 years.