


Home Learning Policy

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PARTNERSHIP OF SCHOOLS

Home learning is designed to take place at home and is additional to class teaching. It is used as follow up to or preparation for class learning. Home Learning is separate to Remote Learning which is used when face to face teaching is unable to happen. We believe that a carefully balanced home learning programme is beneficial for our children for the following reasons:

- ◆ To give parents opportunities to be directly involved in their child's learning
- ◆ To reinforce the partnership between home and school
- ◆ To consolidate skills learnt in school and give opportunities to extend learning

Home learning is most effective and productive when done in a supportive, secure environment when time is set aside. We have found that children who are helped with their home learning, particularly their reading, make much better progress. At our school children are encouraged to do their home learning; the class teacher will follow up with the parents those children who are not completing home learning tasks/bringing their home contact books back regularly. If extra resources or time are needed then these can easily be made available in school.

Our approach to home learning varies throughout the school, according to the age of the child and what they are learning. The one thing that remains constant however is the fact that it can only benefit the child if they are supported.

Home Learning Folder or Book

Each child has a home learning folder which is issued at the beginning of the year. For children in years 1 – 4 this is to be used at home to complete any learning children have chosen from the 'Home Learning Menu'. For children in years 5-6 this will be used to communicate weekly tasks which will be set on a Friday and should be returned by the following Wednesday.

Home Learning Menu

For children in years 1 – 4, the children will be issued with a 'Menu' of possible home learning tasks that can be undertaken in that half term. The 'Starters' are the essentials that must be completed which includes regular reading and practice of spelling or number patterns sent home. The 'Mains' or 'Desserts' will be a choice of activities that children can complete if they wish. They will have until a given date at the end of the half term to complete the tasks in their books which will be presented to the class at the end of the half term.

Spelling Dictations

When children bring home their spelling or phonics pattern investigation, this will be the pattern/s that the children are learning during their spelling or phonics lessons at school. The children will be looking at a variety of words with this pattern or sound, including words which have alternative rules or patterns with the same sound. When children complete their spelling assessments at school, they will complete it as a dictation. This means that the word will be given to them in a sentence. The words will then be discussed as a class as part of the lesson so that the children can tick off which letters in the word they got correct and discuss any misconceptions, therefore gaining a greater understanding of spelling patterns, prefixes, suffixes and root words, etc. The spelling pattern investigations for the half term ahead will be on the back of the 'Menu' for years 1 – 4, along with other common words that children are

expected to know in that year group. You may wish to focus on learning how to spell a couple of the other common words each week in the half term.

Timestables Rockstars

To support your children in becoming fluent with their times tables, children will be issued with a personal log in for Timestables Rockstars which can be downloaded as an app or used through a web browser. The more the children play, the more fluent they become and the greater their status becomes for their avatar!

Reading is our and your focus

Our greatest and first priority will always be READING. Please ensure that you take the time to listen to your child read AT LEAST 5 times a week and record this in their home/school diaries. This includes any reading of other books that are not school books or your child reading independently – all reading counts!

Being able to read proficiently is the crucial prerequisite to becoming successful in life and the only way to gain this proficiency is through regular practise. Whether your child is 5 and reading a Biff and Chip book or they are 11 reading a Harry Potter book, listening to your child read, discussing the events and characters in the text and identifying the author's use of language will support them in their understanding of a variety of subject based or social concepts and their associated language.

The children will continue to complete whole class or group reading with their class teacher several times a week and will complete a variety of reading comprehension activities on a whole class focus text. This text may be beyond their individual reading capacity, which is why it is still important for them to practise with their home reading book which is set at their reading fluency level. Whilst this is not noted in their reading diary, please be reassured that they are completing reading activities regularly as part of English lessons or standalone reading sessions. Each child will be heard read individually at least once a term to ensure that they are on the correct reading level.

Monitoring, evaluation and review

The Board of Trustees will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout all Trust schools.

This Policy will be reviewed by the Board of Trustees on a 3-yearly.

Adherence to the policy will be monitored by the School's Local Committee.

Policy adopted:	Summer Term 2021
Other related policies:	
Next review:	Summer Term 2024