

'Nurtured We Flourish'



Harrietsham Church of England Primary School

Home Learning Policy

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Harrietsham Church of England Primary School Home Learning Policy

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School Context:

Harrietsham CEP Vision Statement

We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.

“Nurtured we flourish”

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children’s learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children’s lives.

Our Values

The roots of our vision are in the parable of the Mustard Seed.

‘The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches’.

Matthew 13 31-32

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

Love, Fellowship and Forgiveness

Rationale

Home Learning activities are school related activities undertaken at home. Home Learning helps our children by complementing and reinforcing classroom learning and fostering good lifelong learning and study habits. It provides an opportunity for children to be responsible for their own learning.

For Home Learning to be effective, the activities must be meaningful, relevant and related to work being studied in the classroom.

Guidelines

Home Learning is an opportunity to develop a partnership with the school by establishing regular Home Learning patterns from early primary school age. It also enables parents to actively participate as partners with their children in the education process. By completing Home Learning activities regularly, children are assisted to develop organisational and time management skills. It also promotes self-discipline, skills in using out-of-school resources and a personal responsibility for learning.

Parents and children are advised of Home Learning expectations at the beginning of the school year and in termly Year Group Letters to parents. Home Learning reminders will also be sent via ClassDojo and Tapestry (Reception and Year 1). Pupils in Years 1 – 6 are also provided with a Home Learning Book in which to complete tasks. These books will be checked by the teacher and on occasion, peer marked. Children will also be provided with a reading record to be completed and signed when they read at home.

As a church school, we appreciate the importance of family and the special time families spend together on their hobbies and interests. We also understand that children will have other activities after school and at weekends and therefore we will ensure that children have a whole week to complete Home Learning tasks. This will allow families to plan their time accordingly.

We understand that families have very different views about Home Learning and believe this policy offers a good balance. Above all, we stress that Home Learning should never become a 'battle' between a child and parent. We will always work with our families and explore other support strategies where Home Learning is becoming an issue.

How our teachers can help with Home Learning

There are a number of ways in which teachers can support their children when setting Home Learning tasks.

These include:

- Setting regular Home Learning to help pupils establish a home study routine.
- Setting varied, challenging and meaningful tasks related to class work that are appropriate to the child's learning needs.
- Giving children enough time to complete Home Learning, taking into account home obligations and extra-curricular activities.
- Assessing Home Learning and providing practical feedback and support.
- Helping children to develop the organisational and time management skills needed for them to be responsible for their own learning.
- Ensuring that parents and caregivers are aware of the School's Home Learning policy.
- Developing strategies to support parents to become active partners in Home Learning.
- Making some tasks available online for easier access.

How parents and caregivers can help with Home Learning

There are a number of ways in which parents and caregivers can support their children when completing Home Learning tasks.

These include:

- Encouraging them to take increasing responsibility for their learning and organisation.
- Observing and acknowledging their success and asking how their home and class work is progressing.
- Attending school events, displays or productions in which their children are involved.
- Encouraging their children to set aside a regular daily session to read and complete Home Learning tasks.
- Sitting alongside their child whilst they complete their Home Learning and showing an interest in what is produced.
- Setting an example by reading themselves.
- Contacting the relevant teacher to discuss any problems their children are having with Home Learning.
- Helping their children to balance the amount of time spent completing Home Learning, watching television, playing computer games and engaging in other leisure or recreational activities.
- Discussing Home Learning in their first language, where English is not the main language spoken at home, and linking it to their previous experiences.

Home Learning Activities

Home Learning activities will take a range of forms including:

- Reading on a regular basis – we suggest, daily 5-10 minutes.
- Reinforcing acquired skills and knowledge: e.g. spelling words, times tables / number facts.
- Working on Art / DT or Topic based projects.
- Gathering information or materials to extend their class work.
- Investigating, exploring and making observations.
- Completing unfinished work.
- Life skills activities to complement the Life Skills Curriculum.

Organisation of Home learning across the school

Our Home Learning expectations are increased as our children move up the school. We always link Home Learning to previous learning, and we aim to make it as enjoyable as possible for our children.

Any activities given on the screen are able to be adapted by parents / carers to be completed on paper/practically.

We acknowledge that our younger children will require more adult support with their learning at home. We encourage parents / carers to read with their children and support them with learning key words / spellings / number facts.

As our children grow older, the expectations of their Home Learning increase and we would expect them to be completing tasks more independently. We believe it is important for older children, particularly those in Year 5 and 6, to develop the skills to work independently. It is still useful if they can read with an adult daily, regardless of their age.

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If families require additional Home Learning, ideas can be accessed on our website here: [Harrietsham Church of England Primary School - Home Learning](#)

We set the following Home Learning:

EYFS

- Daily Reading practice (Little Wandle books, 5 – 10 minutes).
- Weekly Key Word practice (The teaching team will post a video each week of children sharing the key words).
- Weekly Phonics Sound practice (The teaching team will post a video each week of children sharing the sounds).
- Daily Numbots practice (Little and Often) – From Term 4 onwards.
- Weekly Suggested Activity (optional).

Year 1

- Daily Reading practice (Little Wandle books, 5 – 10 minutes).
- Daily Numbots practice (Little and Often).
- Weekly Tricky Word practice (The teaching team will post a video each week of children sharing the tricky words).
- Weekly Phonics Sound practice (The teaching team will post a video each week of children sharing the sounds).
- Weekly Letter Formation practice.
- Termly Topic Tasks Menu (optional).

Year 2

- Daily Reading practice (Accelerated Reader Books, 5 – 10 minutes).
- Daily Numbots practice (Little and Often).
- Weekly Spelling Rule practice (Spelling Shed).
- Weekly Letter Formation practice.
- Termly Topic Tasks Menu (optional).

Year 3 and 4

- Daily Reading practice (Accelerated Reader Books, 5 – 10 minutes).
- Daily Tables TTRS practice (Little and Often).
- Weekly Spelling Rule practice (Spelling Shed).
- Weekly alternating English or Maths task
- Termly Topic Tasks Menu (optional).

Year 5 and 6

- Daily Reading practice (Accelerated Reader Books, 5 – 10 minutes).
- Daily Tables TTRS practice (Little and Often).
- Weekly Spelling Rule practice (Spelling Shed).
- Weekly Maths activity.
- Weekly English activity.
- Termly Topic Tasks Menu (optional).

Monitoring of Home Learning Activities

We encourage all children to complete their Home Learning. Our teachers will monitor whether children complete their Home Learning and check on their progress with tasks. Children will be rewarded for the completion of Home Learning.

If a child regularly does not complete their Home Learning, then it is the responsibility of the class teacher to inform a child's parents/carers. If the problem persists, then this should be followed up with a conversation between the class teacher and the child's parents/carers to see if any additional support or encouragement can be put in place.

Non- completion of Home Learning

We run voluntary Home Learning clubs for anyone to attend who is struggling to complete their Home Learning at home or who wishes to receive support from staff in school to complete their Home Learning.

We will track and monitor the completion of Home Learning and celebrate and praise completion of tasks.

We will discuss with a parent / carer if a child is not completing their Home Learning and look for methods of supporting its completion. This is because we understand how important it is for children to complete this extra learning that their peers are accessing.