



Preston Manor Lower School

Home Learning Policy

INTRODUCTION

We believe Home Learning consolidates and reinforces skills, understanding and knowledge in all curriculum areas, helps raise achievement of individual pupils, provides opportunities for families and children to overcome challenges and reach goal together, and thereby fostering an effective partnership between home and school.

At Preston Manor, we value the support of families and carers and believe this policy will allow that partnership to grow from strength to strength.

We recognise that learning takes many forms, both in children's school and home environments. This policy endeavours to reflect the balance of family time to allow learning to be consolidated at home, whilst still allowing for leisure time.

AIMS

Through this policy we aim to:

- Raise achievement through consolidating learning
- Provide opportunities for pupils to extend their own learning, beyond the classroom
- Practise basic skills and knowledge in Numeracy, Reading and Writing
- Encourage pupils to become responsible, independent and confident learners
- Develop partnership between pupils, families and school to support achievement
- Ensure families, pupils and the school are clear of their expectations
- Develop a consistent approach throughout the Lower School
- Prepare children for the next Key Stage of their learning

Role of Pupils	<ul style="list-style-type: none"> • Listen carefully in class to make sure work is understood and ask questions for further clarity • Attempt all Home Learning to the best of their ability • Complete Home Learning and hand it in on time • Communicate with Class Teachers if there are concerns or questions about the work
Role of Families/Carers	<ul style="list-style-type: none"> • Clearly demonstrate to children how Home Learning is valued in the home environment and explain how it can help their learning • Provide a reasonably, peaceful, suitable place where children can complete their work, either independently or with an adult. • Establish a routine to complete work at home, preferably a little time every day, rather than an extended period once or twice a week • Go through the work before their child to check understanding and discuss work when it is finished • Praise and encourage children when they take pride in their Home Learning. • <i>Support</i> children in completing their work • Communicate with class teachers regarding queries over Home Learning • Ensure children have completed work on time and it is submitted
Role of Class Teachers	<ul style="list-style-type: none"> • Plan purposeful Home Learning opportunities into their curriculum • Ensure Home Learning meets the needs of each pupil • Explain or model the Home Learning clearly to pupils • Monitor and assess Home Learning in accordance with the Lower School's Marking & Feedback Policy
Role of the Lower School Leadership Team	<ul style="list-style-type: none"> • To monitor and evaluate the effectiveness of this policy on pupil progress. • Ensure Home Learning is built into the planning and assessment cycle • Provide supportive guidance for families/carers

Please Note

The Lower School's Marking & Feedback Policy does not expect **all work** to be marked by Class Teachers. There are various strategies used for assessment, such as peer and self-assessment. There may be times when a Home Learning task is used to practise knowledge in a task that will be marked in class. Work will be assessed by teachers on a Tuesday, however, if Home Learning is handed in late then we cannot guarantee that the teacher will have time to assess that piece. If students persistently hand in Home Learning late, or not at all, then they will have to complete the work in their lunchtimes and a meeting with parents will be arranged.

Tuesday	HOME LEARNING DUE	Mental Maths Test in Class
Wednesday	Open Home Learning Frequency will depend on curriculum	Spelling Test in Class
Thursday	Numeracy and Literacy Home Learning Tasks are set	Home Learning Club 315pm-415pm
EVERYDAY	Reading	Families/carers to record with comments in Reading Diaries

Home Learning will be set on these days **throughout** KS1 and KS2. The amount of work and the type will become more complex as children move into upper KS2.

Home Learning will be **due in the Tuesday AFTER it is set**. Home Learning is always due in on Thursdays.

Open Home Learning may not be set on a weekly basis. It will depend on when it is planned into the Curriculum.

Open Home Learning

This refers to a task that is set where the learning, achievement and results can be endless!

Classes may be given stimulus at the beginning or end of a topic or piece of work. This stimulus can be an object, story, phrase, idea, character.

Pupils will be given an open task, which they can interpret in their own way.

E.G.

Stimulus: London 2012 Olympic torch

Open task: Represent your knowledge of the London 2012 Olympic torch.

For this example, pupils can:

- Write a story of the history of the Olympic torch
- Make a 3D model of a torch to show its design features.

- Create a map of the torch's route through Great Britain
- Write a newspaper report interviewing one of the torch bearers
- Create a slideshow of images from the torch's route using sound and text also.

All of these would meet the task's Learning Objective and each child would have something very different and personalised.

Literacy and Numeracy

Home Learning set on a weekly basis for pupils in KS1 and KS2 is:

- 1. Mental Maths Test** - There is an expectation for all children to learn basic arithmetic. This will consist of a pack of sheets that the children will need to practise answering every day. They need to try and improve both their speed and accuracy as they will need to complete each column of questions in one minute. This test will take place every **Tuesday**.
- 2. Maths Activity related to learning in class** – this could be a worksheet, or a game to play at home.
- 3. Spellings** – the children will be tested on their spellings every **Wednesday**
- 4. Literacy Activity related to learning in class** – this could be a worksheet, or a game to play at home. This may include practising of spellings or handwriting or reading sight words or phonemes. It may consist of extended writing or alternative opening or endings for a piece of work they are doing in class. It may be marking a model piece of work to practise their self-assessment strategies used in class.

Reading

Reading is expected to happen every day with children given guided reading books at their level. We want to encourage reading for pleasure and so as an addition, they can borrow books from the LRC as often as they like.

Home Learning Club

The Home Learning Club will run every Thursday from 315pm-415pm. Families must sign children up to this at the School Office. This will be run by students from the Upper School and supervised by a member of staff.

Referrals:

Class Teachers may refer children to the Home Learning Club if:

- They require additional support with their Home Learning
- Tasks are frequently not being handed in on time

- Work is consistently of a poor standard
Class Teachers must communicate the referral to families and be in agreement for the child attending.
If there are issues and questions from staff or families, please refer to a member of the SLT.

Reception	<ul style="list-style-type: none"> • Read a book from Book Corner every day and comments made in Reading Diary • Read a Guided reading book once a week and gradually increase to everyday. Comments to be made in Reading Diary • Children will be given Open Learning tasks once a week to contribute to their Learning Journals • Once appropriate, children will be given phonemes, spellings and basic number skills to practise
Key Stage 1 Year 1 and Year 2	<ul style="list-style-type: none"> • Read a book from Book Corner every day and comments made in Reading Diary • Read a Guided reading book every day. Comments to be made in Reading Diary • Timed mental arithmetic task every week. • Spellings every week • One Numeracy and one literacy task every week. • Open Learning task when planned into the curriculum. <i>This will be more frequent for Year 2.</i>
Year 3 and Year 4	<ul style="list-style-type: none"> • Read a book from LRC twice a week and comments made in Reading Diary • Read a Guided reading book every day. Comments to be made in Reading Diary • Timed mental arithmetic task every week. • Spellings every week • One Numeracy and one literacy task every week. • Open Learning task when planned into the curriculum. <i>Minimum of 2 every half term.</i>
Year 5 and Year 6	<ul style="list-style-type: none"> • Read a book from LRC twice a week and comments made in Reading Diary • Read a Guided reading book every day. Comments to be made in Reading Diary • Timed mental arithmetic task every week. • Spellings every week • At least one Numeracy and one literacy task every week • Open Learning task when planned into the curriculum. <i>Minimum of 3 every half term.</i>