

Elveden Church of England Primary Academy



Home Learning Protocol

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Elveden Primary Academy

Home Learning Protocol

We believe home learning is a key aspect of learning. Home learning helps children improve important skills and provides a valuable opportunity for children to share with their parents/ carers things they have been doing at school.

Through our policy we aim to:

- Ensure a consistent approach across the schools
- Ensure progression towards independence and individual responsibility
- Ensure parents/ carers can support their child more effectively
- Extend and support learning
- Provide opportunities for parents/carers and children to work in partnership and enjoy learning experiences

English and Maths skills across the curriculum

We believe reading is a key aspect of developing a child's learning. We value parents and carers reading with and to their children because it allows them to enjoy texts they might not be able to read alone, therefore improving many key skills which enable a child to access the wider curriculum.

We use a set of progressive spelling sheets throughout school to support a personalised spelling programme, related to the National Curriculum year group expectations. English will be set to support both reading and writing skills.

Maths will be set to develop arithmetic and problem solving activities. It will also consolidate skills taught in class. Parents can support their child to develop fast recall of number bonds to 10 and 20, then 100, and then tables to 12. By Y4 children are expected to be able to recall all their tables. It is also valuable to develop skills in real life contexts so children make links with their learning e.g. cooking to develop maths skills relating to weight, using time tables for trains and buses, telling the time, finding focused sight words in books/ magazines/ newspapers.

Aims of home learning:

- Consolidate and extend learning
- BLP: Resilience, resourcefulness, reflectiveness, reciprocity.
- Practise skills
- Rehearsal
- Preparation
- Positive parent/ child time.

Home learning may also be set to support a specific and identified need in comprehension, tables or number bonds, sentence work, handwriting or grammar. These will be specific, and time limited.

Roles and Responsibilities

Role of Governing Body	<p>The Governing Body:</p> <ul style="list-style-type: none"> • Delegate powers and responsibilities to the standards committee and to the Head Teachers to oversee the development of this protocol. • Responsibility for the effective implementation, monitoring and evaluation of this protocol.
Role of the Head Teachers	<p>The Head Teachers will:</p> <ul style="list-style-type: none"> • Promote this protocol by raising its status and importance. • Ensure that home learning reflects teachers planning. • Provide supportive guidance for parents. • Keep up to date with new developments with regards to home learning. • Monitor and evaluate this protocol.
Role of the teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> • Integrate home learning into their planning. • Set home learning appropriate for each child. • Explain when, what and how the work is done so that each child clearly understands. • Provide opportunities for sharing of home learning tasks in class and provide feedback.
Role of the parents/carer	<p>Parents/ carers are asked to:</p> <ul style="list-style-type: none"> • Support the home learning set. • Read with your child and make a note in the reading record book. • Support the school in explaining to children that home learning is valued and aids learning. • Encourage pupils and praise them when home learning is completed. • Be actively involved in the home learning of your child. • Contact the class teacher/ school if you are not sure of some aspect of the home learning or your child is experiencing difficulty doing it. • Contribute to the school parent questionnaires so the school can monitor the effectiveness. <p><i>Please also refer to the Home School Agreement</i></p>
Role of the children	<p>Children are asked to:</p> <ul style="list-style-type: none"> • Complete their home learning and hand it in on time. • Listen carefully in class to make sure they understand what is asked of them. • Contribute to pupil interviews and pupil questionnaires on home learning for the school to monitor and evaluate. • Make sure they get feedback for their home learning. • Complete home learning using appropriate writing materials. • Have a go at all home learning activities.

Home Learning Guidelines

English

Reception	<ul style="list-style-type: none"> • Daily reading practise (Reading books linked to Letters and Sounds) • Phonics practise • Poetry project –learn a poem
Key Stage 1	<ul style="list-style-type: none"> • Daily reading practise (Reading books linked to Letters and Sounds and Lexia) • Weekly spellings. • Poetry project-learn a poem <p>Year 1:</p> <ul style="list-style-type: none"> • Phonics flashcards/Letterjoin <p>Year 2:</p> <ul style="list-style-type: none"> • Alternate weeks: • a) Reading Comprehension or • b) Writing Task (This may be set as a handwritten task or using google docs)
Lower Key Stage 2	<ul style="list-style-type: none"> • Daily reading practise including some Lexia sessions • Weekly spellings • Alternate weeks: • a) Reading Comprehension or • b) Writing Task (This may be set as a handwritten task or using google docs) <p>Poetry project-learn a poem</p>
Upper Key Stage 2	<ul style="list-style-type: none"> • Daily reading practise including some Lexia sessions • Weekly spellings. <p>Alternate weeks:</p> <p>a) Reading Comprehension & SPaG</p> <p>b) Writing Task (This may be set as a handwritten task or using google docs) & SPaG</p> <ul style="list-style-type: none"> • Poetry project-learn a poem

- SPaG – Spelling Punctuation and Grammar.

Maths

Reception	<ul style="list-style-type: none"> • Number games. • Number bonds to 10.
Year 1:	<ul style="list-style-type: none"> • White Rose Maths • Times Tables 2,5,10 (Table Toons) or Number Bonds to 20 (Online game).
Year 2:	<ul style="list-style-type: none"> • Online My Maths or White Rose Maths • Times Tables: 2, 5, 10, 3, 4 (Table Toons)
Lower Key Stage 2	<ul style="list-style-type: none"> • Online My Maths or White Rose Maths • Times Tables – up to 12 (Monster Multiplication)
Upper Key Stage 2	<ul style="list-style-type: none"> • Online My Maths or White Rose Maths • Times Tables – up to 12 (Monster Multiplication)

Holiday Home Learning

All Years:	<ul style="list-style-type: none"> • At the end of each half term, all children will be set a “creative project” in connection with their upcoming topic.
Key stage 2	<ul style="list-style-type: none"> • Spelling Challenge – revisiting spellings from the previous half term + any statutory spellings for the year group.

Organisation

- All children will be set work on google classroom (KS1 and KS2) which will have links to the above.
- The teacher will provide a clear instructions each week on the google classroom thread, explaining what needs to be completed and how. Additional resources will be added to support children as necessary.
- **If children require are hard copy pack, parents can organise this by contacting the school.**
- Reading books will be sent home with reading records throughout the week.
- Useful information of age related resources will be provided either via the google classroom or the school website, such as websites/ games/ good reads!
- Children in Key Stage 2 are rewarded for completing their home learning by collecting stamps – 1 stamp per week for all tasks completed. Each stamp collected makes up part of a treat at the end of each half term.

Equal Opportunities and Additional Needs

- Home learning activities will be differentiated, where appropriate, to ensure the needs of pupils are best met.
- Children who do not have access to resources enabling them to complete their home learning will be offered a place in 'Home learning' Club. This includes access to the internet in order to complete their **online work.**
- Learning produced by children are valued and celebrated through display, discussion and assemblies

What will happen if children don't complete their home learning?

If a child has difficulty with the learning, then we would expect them to ask for support from the class teacher before the due date to ensure they are able to complete this, or alternative activities can be given. This is useful information as it informs the teacher about the independent capabilities of the child.

The expectation is that children will complete their home learning. However, if for any reason children are unable to complete their home learning, parents or carers should provide the class teacher with a note or contact the class teacher explaining why the home learning has not been completed **ideally before the day that it is due this will ensure that support can be put in place.** The child may be offered a place in 'Home learning' Club.

Teachers will keep records of children completing home learning and these records will be checked on a regular basis.

Children in Key Stage 2 will not receive their reward stamp for that week without a note or contact from parents or carers to explain why home learning is not complete. There may also be occasions where the child will miss some playtime or lunchtime to catch up, if they have not completed home learning.

Monitoring the effectiveness of this policy:

The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.