



# Christchurch Infant School

## Home Learning Policy

<b>Approved by Board of Governors:</b>	<b>September 2021</b>
<b>Next Review Date:</b>	<b>September 2024</b>

### **Home Learning Policy**

At Christchurch Infant School we view home learning as being any supported or independent activity undertaken outside of curriculum time which reinforces, extends or enriches current learning. It provides opportunities for parents to be involved in their child's learning and enables children to practise and consolidate skills. We recognise that activities undertaken at home can broaden the context of learning and provide enrichment and extension.

### **The purpose of home learning is to:**

- consolidate and reinforce skills and understanding, particularly in literacy and numeracy.
- extend school learning, for example through additional reading.
- exploit resources and opportunities for learning in the home, e.g. tipping out a piggybank and counting what is in it, or weighing things on the kitchen or bathroom scales.
- encourage children as they grow older to develop the confidence and selfdiscipline needed to become independent learners and to prepare them for the requirements of Junior School.
- develop an effective partnership between the school and parents and other carers involving them actively in their children's learning.

Home Learning will often be varied and of a practical nature. Short activities – simple games, learning spellings and number facts and reading together – provide the opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment. It is the involvement of parents and carers in joint activities which is most valuable in promoting children's learning. Information about topics covered in class is sent to parents at the beginning of each term and is available on our website. We value the experiences children have outside of school and actively encourage the parents/carers of Early Years children to share the children's learning through Tapestry.

Further information is given to parents in the Autumn term of Early Years. Throughout Year One and Year Two we continue to encourage the children to share activities and experiences completed outside of school with their teachers and peers.

### **The role of the School**

The school has a responsibility to set home learning tasks which are interesting, at the right level and linked to the current learning in class.

Class teachers will ensure that home learning is properly planned and organised so that:

- children are not expected to do too much.

- the tasks that they are set are realistic, within the time available.
- the tasks are clearly related to the work children are doing in the school.
- children are given feedback on their home learning and good work is acknowledged and praised.

At Christchurch Infant School, we recognise that not all of our pupils have access to resources and equipment to help them complete their home learning tasks. In order to overcome this, small packs of year group specific resources are given to parents and carers.

### **Reception Year**

For children in Reception classes, home learning focuses on learning to read as reading is a key priority for our youngest children. We begin learning phonic sounds in the Autumn 1<sup>st</sup> half term following the Read Write Inc phonics scheme. Each week, the children will receive a sound sheet to reinforce the sounds they have learnt that week.

As the children progress through the scheme, they will begin to bring home a colour banded book matched to their reading ability.

During the first term, the children will also begin to take home key words supporting their learning of both decodable (green) words and undecodable (red) words.

When parents and carers have read with their child, they can record this in the Home-School Link Book by writing a comment on the child's ability and enjoyment of the book. It is recommended that children read little and often, ideally daily for 10 minutes.

When a particular need is highlighted, teachers will liaise with parents/carers to provide additional support/learning for the child both in school and at home, where necessary.

### **Year One and Year Two**

Children in KS1 are set differentiated home learning based on their current learning in class. In Year 1 and Year 2, we continue the reading journey that started in Reception. We use Reading Diaries and send home colour-banded reading books that are matched to the child's current reading attainment.

**In Year 1**, the weekly home learning includes: Daily reading, Maths exercise or Purple Mash task on rotation, 3 spellings per week, and a topic based activity, set once per half term.

**In Year 2**, the weekly home learning includes: Daily reading, Maths exercise on a sheet, an online Mathematics task, 5 spellings per week and a topic based activity, set once per half term.

### **Special Educational Needs and Equalities**

Home learning activities are accessible for all learners and cater for different learning styles. Activities are planned to meet children's individual needs, including any special educational needs, with differentiated activities offered where necessary. Christchurch Infant School is committed to promoting disability equality and equality of opportunity for pupils with learning difficulties. When setting home learning, staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled children. This would include planning home learning that:

- builds on children's interests.
- would be enjoyed by both boys and girls.
- avoids stereotyping and is free from discrimination.
- enables the fullest participation of pupils with disabilities or particular medical needs by providing appropriate aids or adaptations.
- is attainable but challenging.

### **Time allocation for home learning**

The precise amount of time spent on home learning is less important than the quality of the time parents and children spend working together. The following times are a suggestion of the approximate time to spend on home learning:

- YR – up to 1 hour per week
- Y1 – up to 1 hour 15 minutes per week
- Y2 – up to 1 hour 30 minutes per week

### **The Role of Parents and Carers in Supporting Pupils**

We believe that the support of parents and carers is essential for children to make the most of their home learning opportunities.

There are many ways in which parents can help their children, for example, by:

- encouraging and supporting them.
- playing games with them, practicing counting and number work, listening to children read.
- providing somewhere quiet for children to study away from the T.V and other distractions.
- providing opportunities for real life experience; talking, shopping, using money, telling the time, cooking, letter writing, etc.
- making it clear to pupils that they value home learning, and supporting the school in explaining how it can help their learning
- praising children for their efforts and achievements.

If parents have any questions about home learning, we encourage them to get in touch with the class teacher. Advice is given to parents through leaflets, meetings, displays of work, our online learning platform and through teacher comments in home-school diaries. Written guidance is provided for parents on listening to children read and all parents are invited to attend a talk which outlines the school's approach to the teaching of reading and writing and ways in which parents can best help their child at home. This is also on the learning platform. These talks take place in the Autumn term of Early Years and Year One. Parents are asked to provide a suitable bag to ensure books and home learning are carried safely to and from school.

### **Arrangements for Monitoring and Evaluating this Policy**

Consistency and clear progression across each year group is very important, particularly with regard to the setting, monitoring and marking of home learning.

To this end, home learning assignments are recorded on Year Group planning documents.

The Senior Leadership Team check that home learning is being set through scrutiny of year group planning. A sample of home learning books and/or home-school diaries is regularly collected from each class for monitoring purposes.