



Home Learning Policy

Date Created
January 2024

Review Date
January 2027

Principles

There is no statutory guidance for the setting of home learning. We believe that home learning should not promote resentment, friction or conflict and should be an activity which extends learning.

At Laurance Haines School, staff recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon and have an opportunity to play. Being a nurturing school, we value the time spent with friends and family to nurture and grow social and emotional skills by playing board games and other family-orientated activities. We are also mindful of the need to encourage children to pursue out of school activities like sports, music lessons etc.

There is no expectation for home learning to be completed. When it is not completed, children will not be penalised. When home learning is completed, it may:

- consolidate a child's understanding of what has been learnt at school or extend school learning. Home learning may be set in many different forms and will not necessarily come in the form of a written task.
- Develop an effective partnership between the school, parents/carers, and children in pursuing the aims of the school.
 - Develop confidence, independence and the self-discipline needed for personal study in preparation for secondary school and beyond.
 - Provide opportunities for parents and children to work together to enjoy learning experiences and foster a holistic love of learning.

What do we encourage our Parents & Carers to do?

At Laurance Haines School, we are very keen for parents/carers to support and help their children with home learning where children choose to complete it. We take the view that children are likely to get more out of an activity if parents/carers are involved.

Parents/carers should endeavour to:

- Be actively involved in their child's home learning activities.
- Provide a reasonably peaceful, suitable place for doing home learning.
- Show their children that they value home learning and support the school by explaining how it can help their learning.
- Encourage their children and praise them for completing home learning.
- Let the school know if they or their child/ren are experiencing difficulty with the type or amount of home learning set by the school.

Home learning Guidance

Reading

Reading is the gateway to strong academic performance. Research has shown that children who regularly read will be more likely to achieve to the best of their ability.

We expect all pupils from Reception to Year 6 to read daily for at least 10-20 minutes to an adult. Reading can take any form; children may choose to read a comic, a newspaper, a novel, or a picture book. Parents/carers should encourage children to explore the text and support them with challenging words or their understanding. Following reading together, parents/carers could use the following prompts to aid discussion:

- Can you summarise the story so far?
- Why do you think that the author chose that word?
- What effect does this sentence have on the reader?
- Does this remind you of any other books you have read?

Read, Write, Inc.

Children who are on the Read Write Inc (RWI) programme, will bring their RWI Phonics books home every evening and the role of the adult is to listen to them read and support them. It is important to remind children to use different strategies to read new words: sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. RWI books are developed to be phonetically decodable to the child's reading ability.

For children in Key Stage 1, once they have read with an adult, the adult should sign the child's link book. In Key Stage 2, children may independently sign their books.

Maths

Counting, number bonds and times tables are all fundamental areas to develop at home to support children's progress in Maths. We encourage all children to practise for ten minutes every day. This can include chanting, singing, copying out or playing online games and apps. The children are familiar with Times Table Rockstars and Numbots, both of which they have access to from home.

Reception	Practise counting from 1 to 20 Practise recognising numbers from 1 to 20 Practise writing numbers from 1 to 20
Year 1	Practise number bonds to 10. (Example: $3 + ? = 10$) Practise number bonds to 20. (Example: $? + 12 = 20$)
Year 2	2, 5 and 10 times tables up to 12×2 , 5 and 10 and corresponding division facts.
Year 3	3, 4 and 8 times tables up to 12×3 , 4 and 8 and corresponding division facts (e.g. $24 \div 4 = 6$)
Year 4	6, 7 and 9 times tables up to 12×6 , 7 and 9 and corresponding division facts (e.g. $30 \div 6 = 5$)
Year 5	All times tables and division facts up to 12×12
Year 6	All times tables and division facts up to 12×12

Spelling

Laurance Haines School has invested in the Read, Write, Inc. spelling programme. Children are provided with a Spelling Log Book, in which they can find the spellings that they are encouraged to practise at home.

Home Learning Format

Home learning is e-mailed out to parents on a Friday by their child's class teacher. Home learning will feature:

Extraordinary person:

- Children are encouraged to research a fact about the person centred around "what makes them extraordinary?" They can then share these facts during our Extraordinary Person assembly.

Retrieval practice:

- This is the practice of revising what the children have learnt. Research shows that where children regularly recall previous learning, it is committed to their core memory and leads to success in future learning where they build on these core learning skills.

Reminders

- Important reminders about upcoming events or PE day.

Core Learning

- This will include preview learning or retrieval based on the core learning of the week. This could be Maths, English, Reading or Topic.

Year 6

In preparation for secondary school and SATS, Year 6 children may be set additional home learning tasks by their class teachers for the purposes of revision. Children are encouraged to partake in the suggested tasks as delegated by their class teachers. They will not be penalised for not completing these.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability, or ability. We plan work that is differentiated for the performance of all groups and individuals. Laurance Haines School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Policy Written Oct 2011

Policy Amended May 2012

Policy Amended May 2014

Policy Amended October 2018

Policy Amended January 2024