



# HIGH BEECHES PRIMARY SCHOOL

## *Home Learning Policy*

Date January 2024

Review Spring 2027

### **Context**

At High Beeches, our vision is to build confidence in all our pupils to dream big and to achieve more than they ever could imagine, making learning a lifelong adventure. Although a significant proportion of this takes place in school, pupils thrive when their learning and development extends beyond the school gates and beyond the school day, through informal or spontaneous home learning and more formalised, planned homework.

### **Rationale**

The school expects pupils to undertake home learning throughout their school career engaging with both informal, more spontaneous learning activities beyond the school and more formal, planned activities set by the school. Opportunities to revise, practise and recall are vital in helping learning to stick, so that children know and remember more.

As well as enhancing and maximising the children's achievement in school, these activities also enable parents to engage more fully with and better support their child's learning and education. Parents are encouraged to work collaboratively with their children in some home learning activities, especially in the earlier years of their education, and to help facilitate a more independent style of learning as the children get older.

### **Intent**

High quality home learning experiences:

- provide opportunities to practise key skills and embed knowledge (particularly in reading, maths, spelling, handwriting and grammar) from prior learning and in preparation for future learning
- help to prevent or close gaps in skills and knowledge
- increase pupils' curiosity and engagement with learning content
- promote a breadth of learning styles and the use of a variety of different media
- develop pupils' confidence and independent learning skills and individual sense of responsibility/accountability, preparing them for the transition to subsequent stages of education and secondary school
- help pupils to prepare for tests and assessments

### **Implementation**

Year group teams share key learning objectives for each term with parents through curriculum overviews and parents are encouraged to spend time with their children talking about their learning outside of school. This supports the development of skills and knowledge in school and helps children to develop effective learning habits. Families may wish to explore websites or undertake visits or activities of their own to support in-school learning and suggestions for this are included in curriculum overviews where applicable.

In Reception home learning has a particularly strong focus on reading and language acquisition. Parents are encouraged to read with their children and to look for opportunities to interact with their children through talk and through sharing and working on activities together. Learning in phonics is consolidated by sending home reading books matched to the child's current phonics stage and others that parents can read with their children, as well as weekly sounds and *harder to read and spell words* to practise. Parents are also encouraged to engage with other aspects of the Early Years Foundation

Leadership Team January 2024



# HIGH BEECHES PRIMARY SCHOOL

## *Home Learning Policy*

Stage framework at home in their interactions with their children and the school provides information about current learning foci in termly curriculum overviews. These can be recorded and communicated with school staff via the Seesaw online learning journal.

The focus on phonics and early reading continues in Key Stage 1 with the addition of number bonds in Year 1 and 2, and times tables from Year 2, using online tools *Numberbots* and *TTRockstars*. The children also have a weekly spelling, handwriting, grammar or maths activity.

Supplementary activities related to topics in other areas of the curriculum are introduced in Year 1 upwards and these become half-termly activities accessed via Seesaw from Year 4. These may be research or project based and help pupils to acquire and/or maintain recall of key facts in order to apply them to their learning in school. Year 6 children consolidate their independent learning skills with project work.

As the children progress into and through Key Stage 2, reading at home remains an expectation in order to develop fluency, comprehension and vocabulary. They are expected to complete formal home learning activities with increasing independence, using *TTRockstars* and *MyMaths* for practising and consolidating learning in mathematics and completing spelling and grammar activities on paper or via Seesaw. Additionally, in Year 6, pupils have homework activities that provide KS2 test familiarisation and practice.

### **Impact**

The school leadership team are responsible for monitoring the management and impact of home learning. Class teachers are responsible for identifying potential areas for home learning as well as for setting and monitoring more formalised homework activities. They should respond to all homework that is submitted and recognise and celebrate achievement; although this may not include formally marking tasks as fully as some work completed in school and may include, for example, responding with a sticker or stamp, or making a brief comment.

Although we know that parental engagement with children's learning impacts positively on their achievement in school, we recognise that families are able to facilitate and support home learning to different degrees and pupils are not sanctioned where they are unable to complete tasks at home. Where pupils are not able to engage with planned home learning activities, the school will provide support for pupils to complete work in school time as necessary and will endeavour to offer help for parents to support them in better managing the process at home.



# HIGH BEECHES PRIMARY SCHOOL

## Home Learning Policy

### Appendix - Daily and Weekly Expectations for Planned Home Learning

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Daily reading</li> <li>• Weekly sounds</li> <li>• HRS words</li> </ul>	<ul style="list-style-type: none"> <li>• Daily reading</li> <li>• Weekly worksheet (either phonics/spelling, handwriting or maths) – Spring 2 onwards</li> <li>• Optional Numbots</li> <li>• Occasional topic-related one-off activities</li> </ul>	<ul style="list-style-type: none"> <li>• Daily reading</li> <li>• Weekly worksheet (either spelling, grammar, reading comprehension or maths)</li> <li>• Optional Numbots/TTRockstars</li> <li>• Occasional topic-related one-off activities</li> </ul>	<ul style="list-style-type: none"> <li>• Daily reading</li> <li>• MyMaths</li> <li>• Spelling activity sheet</li> <li>• TTRockstars</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Reading</li> <li>• Spelling activity sheet</li> <li>• MyMaths</li> <li>• TTRockstars</li> <li>• Half-termly optional topic-related activities</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Reading</li> <li>• Spelling activity sheet</li> <li>• Grammar activity sheet</li> <li>• MyMaths</li> <li>• Half-termly optional topic-related activities</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Reading</li> <li>• Weekly spelling activity sheet</li> <li>• MyMaths</li> <li>• Half-termly topic-related self-directed, independent study</li> <li>• SATs-related activities (January onwards)</li> </ul>
Reading Records	Reading Records	Reading Records	Reading Records	Reading Records	Homework diaries Collective home reading	Homework diaries