

St Thomas' CE Primary School
Home Learning Policy
September 2016

At St. Thomas' we believe in the benefits of home-learning. Its purpose is to enable children to practise the skills they learn at school across the curriculum through purposeful and engaging activities at home. Children at St Thomas' have a day filled with challenging and stimulating lessons, and it is important that the home learning is not an onerous task after a busy day at school, but rather an opportunity for children to have discussions with adults at home, read books and learn through play based, practical or research activities.

Parents and carers can be a great help if they talk to their children about their learning and set up a routine every night. **Little and often** is best:

Accessibility:

Home-learning should be accessible to all children regardless of resources and home environment.

The school understands that not all children will have access to the internet at home so we will aim to provide access to our IT suite before, during and after school.

Reading is the top priority:

"Evidence from around the world indicates that the more a child reads, the better their attainment in all subjects - not just reading - will be." **DFE Website Sept 2011.**

Reading:

For FS/KS1: Parents should read with their child for about **15 minutes** each day. Children will receive home reading books based on their reading level. They should be returned everyday to school in a book bag so that they can be changed. Parents should sign the reading journal to inform the teacher about what has been read. If a child is receiving a reading intervention such as IRI, additional work may be sent home. The staff in charge of this intervention will speak to the parent about it.

For KS2: Pupils take home a book of their choice and a reading journal. They should read for **20 minutes - half an hour every day. Reading books should be brought into school each morning.** A reading journal will be sent home with information about how parents can help their child to practise his/her reading at home. Pupils should also complete a response activity to something they have read each week - this maybe their reading book, an advert they have seen, a newspaper article they have read etc. This activity should take 30 minutes and be presented beautifully. It is an opportunity for children to be creative.

Teachers and teaching assistants are required to ensure that the level of the book the child is taking home is appropriate and carefully monitor the amount children are reading at home. Children should be reading a wide range of authors and text types. Children who are not reading regularly need to be identified quickly and reported to the English coordinator or SENCO so that interventions can be put in place and parents can be consulted.

Maths:

Home-learning will focus on quick recall of mental maths facts. Each week the child will be set an activity on My Maths (an online learning resource). Children should also practise multiplication facts each evening for about **15 minutes**. **Teachers are expected to monitor My Maths home-learning weekly and report any children who are not completing home-learning or do not have internet access at home to the maths co-coordinator.**

Spellings:

At the beginning of term, pupils will receive a list of useful words relating to his/her class' theme. These will be words that the children will use often over the coming few months so are very useful to know how to spell. Pupils will also receive a short list of spellings to learn each week - these are linked to the spelling pattern or family taught during that week in school. **Children will need to practise these for 5 - 10 minutes each night.** Little and often is most effective. **Please note: these should be differentiated to suit the spelling level of the child. Teachers are responsible to teaching a number of strategies to practise and learn spellings that pupils may then apply at home.**

In addition, children in Key Stage 2 will have a **spelling log**, which they will use to record personalised lists (misspelt words corrected by their teacher in their school books). **The spelling log needs to be brought into school each morning.**

Interventions: Children who are taking part in a spelling intervention (5 minute box 2) will receive words/patterns to practise every night. The teaching assistant running the project is responsible for setting, marking and communicating with parents regarding these. However, teachers are required to check this is happening regularly.

Projects:

Home-learning projects, reflecting the school values, offer children the opportunity to **communicate** with adults at home as well as working **independently** on personalised projects which allow children to be **creative** in their presentation and outcome.

Every term, pupils will bring home a project which may be practical or research-based. There will be clear instructions and examples given. There will also be information published on Fronter. The aim of the projects is to get parents and children talking to each other about

learning, so family support is very much encouraged. This is a great opportunity for families to have fun and extend children's learning.

Time will be set aside during the school day for teachers to fully explain the home learning and for the children to show their work to the class. **Parents and carers will be encouraged to add a written comment saying how their child got on.**

Summary:

What	How often	FS expectation	KS1 expectation	KS2 expectation
Reading	Daily	15 minutes sharing a book with an adult	15 minutes becoming more independent	20 minutes reading with an adult and at least 10 minutes independently.
Reading Response Activity	Weekly	n/a	<u>Y2 only</u> 15 minutes completing activity. Children chose from a list but should be encouraged to vary the task they do.	30 minutes completing activity. Children chose from a list but should be encouraged to vary the task they do.
Maths - mental recall	Daily	15 minutes learning facts and recalling them eg playing games with number cards, mini tests, My Maths		
Spelling	Daily	5 minutes reading flash cards	10 minutes - 'Look, cover, write, check'	
Projects	Every term	Take as long as you like - produce something unique!		

Example of a project for Year Six: Mysteries and Mayhem

The mystery of the Bermuda Triangle

In 1952, five United States Air Force airplanes disappear without a trace over the Bermuda Triangle. Since then hundreds of strange events have happened in this area...



Your challenge is to try and unpick the mystery and do a 5 minute presentation to the class about what you have found out.

Here are some places to start:

1. Where is Bermuda?
Use an atlas to find out it's location and learn more about the weather and environment in that area.
2. What is the evidence?
Research using the internet and library books to find out exactly what the incidents have been.
3. What could have been the causes of these accidents?
Look at your research notes and the evidence. What you think is the cause?
4. Is there some unexplained force causing these disappearances?

Here are some key words to use in your presentation, make sure you understand what they mean:

phenomena
extraordinary
bizarre

unexplained
treacherous
phenomenon

perilous
baffling
supernatural

inexplicable
unsolved
apparent