



Firle CE
Primary
School

Home Learning Policy

Firle CEP School

Date: May 2017

Introduction

Home learning is anything that children do outside the normal school day, in response to guidance from the school that contributes to their learning. A variety of activities can support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with learning.

This policy aims to give parents a clear understanding of the expectations of the school. It will also ensure a consistent approach to homework throughout the school.

Why do we encourage homework?

Home learning is an important part of a child's education and can add much to a child's development. Home learning plays a positive role in raising a child's level of attainment, confidence and sense of achievement. The teacher may give rewards, such as house points, for the completion of activities.

We also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in children's lives.

The aims of home learning are:

- To enable pupils to make maximum progress in their academic and social development
- To promote a partnership between home and school in supporting each child's learning
- To extend learning and provide educational experiences not possible in school
- To consolidate and reinforce learning done in school and to allow children to practice skills Taught in lessons
- To help pupils develop the skills of an independent learner
- To help children develop good work habits for the future such as organising their time.
- To help develop key skills for life such as perseverance, problem solving
- In Y6, to help provide for a smooth transition to secondary school.

Home learning is given to **all** children in the school.

Foundation Stage and Key Stage 1

Each child will be encouraged to take a book home every day. Reading should be fun and enjoyable and we strongly believe that the most important support adults can provide is to spend some quiet time reading daily - enjoying the book and discussing the story and pictures. Book bags can be purchased from school.

Key Stage 1 and 2 (Years 1-6)

- Children will be given spellings and maths skills work to be practised weekly and a topic grid once a term.
- Maths homework will be learning Maths Passports objectives weekly, as well as some Athletics tasks. Maths Passports will incorporate learning Multiplication and Division tables and will be tested weekly.
- A topic homework grid will be given at the beginning of each term.
- Homework will be given out on a set day each week-the teacher will inform you which day
- The work will be reviewed/checked by the teacher and/or peers and house points will be awarded for completed work & effort. On one afternoon a week topic homework will be shared in a 'Homework Show' when homework will be displayed on tables and the pupils and teacher will review each task/project. Post-it notes will be available for the pupils and teacher to write comments about the homework they see.

Pupils with special educational needs

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

We discuss with parents of children with special needs, the particular ways in which they can support their child at home.

Spelling at Firle CEP School- Guidelines for parents

- All children are tested to find out which spellings they know and which they need to learn.
- Children are allocated a book according to this test.
- Teachers highlight and date the spellings that the children need to learn. This will be a small set of words. E.g.



Set 6	👁️	✓	✓
but	✓		
put	✓		
him			
mum	✓		

- The teacher will check that the child can read the word and put a tick in the first box.

- The children will be tested on these words every 2 weeks. Research has shown that 2 weeks is the optimum time for learning and retaining spellings. Children need to learn and over-learn them during this time. Even if you feel that your child knows the words it is important for the child to have opportunities to continue to write them out and play games with them. This way, it has been found, the children retain the spellings of these words even when new ones have been introduced.
- When the teachers test the children they will tick in the boxes if the child can securely spell the word. If all the words are spelt correctly then the next set will be highlighted. If they continue to find a word/words tricky the set will either be carried over to look at again or a word may be added to the next set.
- The boxes are for the teachers use only- please don't write in them as it can get confusing tracking their progress.

Tips for learning spellings

- ✓ **Cover, copy, correct**- cover up the word, ask if child can spell it, correct any mistakes and try again.
- ✓ **Flash cards**- make cards with the words on to play games with (pairs, snap etc.)
- ✓ **Magnetic letters**- get child to make the words on the fridge with magnetic letters. Mix them up and see if they notice!
- ✓ **Games**- e.g. hangman and word searches

REMEMBER- MAKE IT FUN- LITTLE AND OFTEN IS BEST

This spelling programme will be introduced to our Early Years Foundation Stage children when they are ready. Parents are asked to support their child to learn to read all the words in Book 1, before learning to spell them.

Maths Passports (designed by Ray Maher)

The Passport begins with the very first steps in counting in the Early Years and moves all the way through to cube numbers and powers of 10 in Key Stage 2 and into Key Stage 3. Each key mental maths objective from the 2014 UK National Curriculum has been identified and made into a target. These targets have then been grouped and put into passports. Children working on the Early Years targets will 'travel' around the British Isles, learning how to count forwards and backwards and developing 1 to 1 correspondence when counting objects. As children move to Key Stage 1, they begin to 'travel' around the seven continents of the world, moving into outer space, developing their understanding and speed of recall of key number facts such as number bonds,

doubling and halving and times table and division facts. These and other key skills are developed through to the end of Key Stage 2 and into Key Stage 3.

Maths Passports enable parents to support children at home in meeting their targets. Children should practise Maths Passports objectives each week at home for a short period every day with parents, siblings, carers or other family members. They will be tested in school once a week. Once each objective in the passport has been achieved three times, and marked off by an adult in school they can move on to the next passport.

If you would like to find out more, or have any questions, please speak to your child's teacher or visit the Maths Passport website at www.mathspassports.co.uk.

The role of parents

Parents have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents to encourage their child to complete the home learning that is set.

Parents can support their child by providing a good working space at home, sharing reading if appropriate, enabling their child to visit the library regularly, and by discussing the work that their child is doing.

Car Work!

Life is very busy and one of the greatest challenges for parents and children is to find time to complete homework tasks. Spellings and multiplication/division tables can be practised very effectively when in the car e.g. on the way to do the shopping, or driving to school. Little and often is the best way to learn these facts. Ask multiplication ($6 \times 2 = 12$) or division ($12 \div 2 = 6$) table questions on the table they are learning—the aim is to be able to answer within 5 seconds or less in any order to demonstrate a secure working knowledge. This really works!

If parents have any problems or questions about home learning they should contact the child's class teacher. If questions are of a more general nature, they should contact the head teacher. Finally, if they wish to make a complaint about the school home learning policy or the way it is implemented, parents should contact the governing body.

For information

All children are expected to know their multiplication and division tables by the end of Year 4. Tables focused on in each year are:

Expectations for times tables for each year group:

Year 1

Count in multiples of 2, 5 and 10. Recall and use all doubles to 10 and corresponding halves.

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Year 2

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Year 3

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Year 4

Recall and use multiplication and division facts for the multiplication tables up to 12x12.

Year 5 and 6

Revision of all times tables and division facts up to 12x12.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school home learning policy. The committee of the governing body that deals with curriculum issues does this. Parents complete a questionnaire during the school's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised by any parent.