



Deanshanger Primary School Home School Learning Policy

We define Home School Learning as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Deanshanger Primary School we have a strong commitment to parental involvement and see Home School Learning as one way of developing this partnership. It is important however to remember and make it known to parents, that when a child has worked for a full day in school he/she may not respond positively to having large amounts of extra work.

Why give Home School work?

- It can inform parents about work going on in class;
- It can further stimulate enthusiasm for learning;
- It takes advantage of the home environment and resources and the chance for some one to one adult/child time;
- It can be a great source for gathering topic information to share with all the children;
- It is a great opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts;
- It helps to foster good habits of organization, resilience, independence and self-discipline in preparation for the demands of Secondary School.

Home School Learning at DPS

Whilst we support all of the above key principles, Deanshanger Primary is not a school at which Home School Learning dominates home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that Home School Learning should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning. We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice and we would not want any child spending more than one hour on homework in one sitting. We hope the children are motivated by positive incentives and by the tasks themselves. Children are not punished if they fail to complete the work however they are given opportunities to complete these tasks in their own time e.g. break, lunch, Golden Time.

Discreet Home School Learning registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

Our routines and expectations

Each year group clearly state when their Home School tasks is handed out and also due in their initial welcome letter to parents at the start of the year and also on the school website.

Each year groups will set weekly:

- Spellings
- Reading
- Times tables
- English activities
- Maths activities

The work should always have been explained and discussed in class before coming home; it may be a continuation of classwork, or a maths games already familiar to your child. It is our intention, and good practice, not to send work home that the child cannot already do i.e. parents are not expected to teach new skills. From Year 4 upwards, Home School tasks should be recorded in Home/School Diaries by the children.

For children to make the most progress, reading, spelling and multiplication/division facts need to be practised nightly.

Broadly speaking these are current expectations:

Foundation Stage:

We encourage all children to read or share a book regularly at home. We ask parents to support their child in learning key words. All children have a 'Reading Eggs' account, which supports their reading development. There may also be occasions where we send out challenges for the children via our 'Tapestry' (our online learning journals).

Year 1:

- Learn 7 new spellings each week, including 2 common exception words, from January onwards.
- Access Reading Eggs and progress through the levels.
- Access Abacus and complete allocated tasks, weekly. Children that are unable to access Abacus should make contact with their Class Teacher for alternative paper-based tasks.

- Access Purple Mash and complete allocated tasks, weekly. This could be an English or an IPC based task, always linked to our current topic.
- Read 5 times each week. Children that read 5 times a week will earn a Power Point.

Year 2:

- To learn 5 new spellings each week and revise the previous 10.
- Read daily and record this in Home/School Diaries.
- An English task which may be grammar based or linked with the genre of that particular week.
- A maths task linked with the topic of the week. This could be written or internet based.
- English and Maths tasks could be replaced by a more topic based activity e.g. research poster, which takes more time.
- Learn and practise times tables to prepare for a weekly test.

Year 3:

- To learn 5 new spellings each week and revise the previous 15.
- Read daily and record this in Home/School Diaries.
- An English task which may be grammar based or linked with the genre of that particular week.
- A maths task linked with the topic of the week. This could be written or internet based.
- English and Maths tasks could be replaced by a more topic based activity e.g. research poster, which takes more time.
- Learn and practise times tables as and when set over each term.

Year 4:

- To learn 5 new spellings each week and revise the previous 15.
- Read daily and record this in Home/School Diaries.
- An English task which may be grammar based or linked with the genre of that particular week.
- A maths task linked with the topic of the week. This could be written or internet based.
- English and Maths tasks could be replaced by a more topic based activity e.g. research poster, which takes more time.

Year 5:

- To learn 5 new spellings each week and revise the previous 15.
- Read at least five times a week (ideally 7) and record this in Home/School Diaries.
- An English task which may be grammar based or linked with the genre of that particular week.

- A maths task linked with the topic of the week. This could be written and/ or internet based.
- English and Maths tasks could be replaced by a more topic based activity e.g. research poster, which takes more time.

Year 6:

- To learn 5 new spellings each week and revise previous 15.
- Read at least 5 times a week and record in Home/school diaries.
- An English task linked to what we have been learning that week.
- A maths task linked with what we have been learning that week.
- A reading comprehension task.
- Homework tasks should take no longer than 45 minutes unless they are topic related and then children will be given extra time to complete them.

Home School tasks may be set in a range of formats depending on year groups. Tasks could be stuck in books, on separate sheets or in workbooks. Increasingly, teachers are using the internet. This may be directing children and parents to play a specific game from Interactive Resources or to use the internet for research purposes. In the few weeks prior to SAT tests, the Year 6 children will be given additional revision work. Additionally, Year 6 parents and children are given the option to buy additional revision resources that can be used over a longer period of time to revise from.

We expect children to maintain the same standards for presentation of home as we set in school i.e. to use their best handwriting in a black pen.

If you take holiday during term-time, something we discourage, parents may not request work from the teacher. We suggest that parents organize a holiday diary.

A parents'/carers' role in Home School Learning:

- Support their children with their tasks but accept that their role will become less as the children become more responsible and become more independent.
- Provide a reasonable place where their children can work.
- Support their children in meeting Home School Learning deadlines.
- Make it clear to their children that they value the tasks set by the class teacher and support the school in explaining these to them.

What to do if you have concerns

If you find the Home learning tasks inappropriate for your child, if they lack interest, if it becomes a battleground or if you are concerned that Home School Learning is given inconsistently please talk with your child's teacher in the first instance.