

Woodford Primary School



Home Learning Policy

This policy was reviewed by the Local Advisory Board of
Woodford Primary School

Signed: (Chair of Governors)

Dated:

Signed: (Head Teacher)

Dated:

Signed: Simon Rose (LKS2 Leader)

Dated: May 2022

INTRODUCTION

At Woodford Primary School, we value the importance of home learning, not only in assisting and consolidating pupils learning and progress but in promoting a partnership with parents. The home learning, we set is carefully chosen to support children to reach their potential in the classroom and beyond regardless of age, gender or cultural background.

AIMS

- To promote a partnership between home and school in supporting each child's learning;
- To consolidate and reinforce skills and knowledge learned in class to support continued good progress throughout each child's time in school;
- To value the children's learning and to build their self-esteem;
- To encourage positive learning habits at home;
- To encourage pupils to organise their time effectively and develop a sense of responsibility and ownership towards learning.

ROLE OF PARENTS

We need the support of all parents if home learning is to be purposeful to children.

- Provide a reasonably peaceful, suitable place in which children can work;
- Make it clear to children that they value home learning and support the school in explaining how it can help their learning in class;
- Encourage children and praise them when they have completed home learning;
- Ensure home learning is completed and submitted on time;
- Feed-back to teachers where and when appropriate;
- If parents have any problems or questions about home learning, they should, in the first instance, contact the child's class teacher.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

For children with SEND, ways in which home learning can be adapted or supported will be discussed at the start of the academic year and reviewed at parent consultations each term.

COMMUNICATION OF HOME LEARNING

- At the beginning of the school year, parents will be given an outline of the expectations for work to be done at home and targets for the child will be shared.
- Home learning will be communicated weekly on Class Dojo. Activities will be set each week for a home reading update and for written spelling practice and retrieval.
- Achievements on TTRockstars, Numbots and Spelling Shed should be uploaded to the children's portfolio on Class Dojo so that it can be celebrated in class.
- Evidence of reading and book talk should be shared with the school via Class Dojo.
- If home learning is not completed, pupils may be supported to complete it in school and parents will be notified via Class Dojo.

- If appropriate and necessary, additional home learning may be set linked to learning that has taken place in school.

GUIDE FOR WEEKLY HOME LEARNING (KS1 and KS2)

- **Read every day.** Reading is the single most important indicator of future success in all subjects, so we are passionate about ensuring that all of our pupils develop a love for reading. We will provide a school library book that is carefully matched to each child's reading ability to be read at home. As children move through the school, this will change from reading to an adult to a balance of reading to an adult and reading independently. It is essential that the children read the books selected by school and we encourage children to also read books of their choosing. Children will earn Dojo points for reading regularly each week.
- **Weekly spelling practice.** Every week, children will be provided with a list of 5 words to learn: 3 words that contain the new sound, spelling pattern or rule that the children are learning in class and 2 words from the statutory word list that is made up of words that pupils frequently use in their writing and those which they often misspell. Children will be set a weekly spelling task as home learning to reinforce classroom work. Research shows that 'over-learning' spellings supports children, including those with English difficulties, in securing spellings to their long-term memories. Therefore, children will be asked to play their weekly word list on Spelling Shed and to aim to reach at least 'Soldier Bee' on each list. Dojo points will be awarded for their efforts.
- **Fluency with number facts.** Fluency with the fundamentals of maths and the ability to recall and apply facts rapidly and accurately is essential as children move through the programmes of study. At Woodford, we use Times Tables Rockstars and Numbots to support the children in developing and retaining the key number facts they need. These games are carefully sequenced programmes, individualised to the needs of each child. Research shows that 'little but often' is the most effective approach to learning and consolidating number facts and children should play each game for 10 minutes at least 3 times per week.

MATHS HOME LEARNING EXPECTATIONS

Numbots	
Year 1	Steel
Year 2	Titanium
Year 3	Gold
Year 4	Platinum
Year 5	Diamond
Year 6	Achieve 3 stars on each level

Times Tables Recall	
Year 2	10s, 2s and 5s
Year 3	3s, 4s and 6s

Year 4	7s, 8s, 9s, 11s, 12s
Year 5	Maintain and improve speed and fluency
Year 6	

RECOMMENDED TIME ALLOCATIONS

We want our children to be enthusiastic about their learning and to look forward to each school day. Spending inordinate amount in an evening or week on home learning is liable to dampen enthusiasm. Equally, there is a need for children to develop the habit of working away from school and to understand that learning does not only happen within school.

The following time allocations for home learning are guides that will allow children to complete everything that has been set in class:

KS1 - 1 hour

Lower KS2 – 1 ½ hours

Upper KS2 – 2 ½ hours.

Daily reading (10-20 minutes) for all children is recommended and this can of course be considered part of home learning time.

Some children may be able to achieve home learning targets (e.g. Spelling Shed, TTRockstars) in less time than is suggested in the policy and equally, some children on occasion will be unable to achieve a target in the suggested time. If this is the case, we encourage the child to do as much as they are able and for parents to communicate this with us via Class Dojo.

HOME LEARNING IN THE EARLY YEARS

- **Read every day.** In Foundation Stage we encourage parents and children to read at home for a short period every day. This daily reading helps to give our children the best possible start to their school life.
- **Write at home.** We expect children to practise to form the letters and sounds we have been learning each week. This may be on a tracing sheet we send home, via use of apps and websites like letter join or in sensory and larger scale ways using chalk, flour, sticks or water. This helps children to be ready to access spelling homework when they enter KS1.
- **Fluency with number facts.** In the spring term, we will begin to introduce the Numbots app in class to help children to build their maths fluency with early skills such as subitising and number bonds to 5 and 10. During the summer term, we encourage children to access Numbots as part of their home learning to become familiar with the app in preparation for this becoming an aspect of their homework in KS1.