



Confidence Respect Enjoyment Wonder

Threemilestone School **Home Learning Policy**

Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children.
We expect all our team members to share this commitment.

Aims

- to encourage parental interest and support in children's learning
- to reinforce learning that has taken place at school
- to prepare for learning at school by undertaking research into topics and subjects
- to practice key aspects of basic skills such as reading, spelling and times table knowledge.
- to make children responsible and organised in their learning at home as a preparation for more frequent homework at secondary school.

Objectives

- to increase competencies in core skills
- to develop positive attitudes to learning beyond the classroom
- to improve reading and comprehension skills
- to promote maths as an enjoyable activity through games and other practical activities
- to develop pupil's understanding of the need to balance leisure time with expectations of school and lifelong work.

Organisation of homework at Threemilestone School.

Early Years/Foundation Stage – HOME LEARNING

EYFS Children visit the library twice a week and are encouraged to change their books regularly. At home, children will be expected to practise the skills that they have been taught in their phonics lessons at a level appropriate to their progress. This may be:

- Making the sounds in their sound books
- Blending regular cvc words – (eg c a t)
- Daily reading of early reading scheme books and the reading diary to be signed by parents.

As appropriate the children will be given some maths homework which will be linked to the maths skills they have been learning in class and will involve them practising and reinforcing them.

Occasionally, they will be given something to do that relates to their topic work e.g. collect vegetables for vegetable soup or bring a photo to school related to something they have experienced.

The emphasis is on short, but **VERY** regular periods of home learning.

Key Stage 1 – HOME LEARNING

The partnership between home and school is very important and we believe that reading at home and completing home learning tasks aids children’s learning and enhances their progress in school.

Reading

Children in Year 1 and 2 should aim to read to an adult daily. Their reading record books should be completed to show evidence of this. Reading could be:

- A school reading book (or part of it)
- A library book
- The child’s own books or comics

Children should also regularly practise reading and writing of their phonic sounds.

Children who are not yet reading a reading book, are expected to practise reading and writing their sounds. They should regularly share books with an adult.

Spellings

Children are given spellings to learn weekly and are tested every Friday. We use the ‘Look, Copy, Cover, Write, Check method’. The lists include the most frequently used words so children should aim to learn them for everyday use, not just for the test. For children who find spelling difficult the lists will be linked to their phonics phases to begin with.

Maths

Each week the children will be given some maths homework which will be linked to the maths skills they have been learning in class and will involve them practising and reinforcing them.

Topic

Occasionally children will be asked to prepare something to bring in linked to our topic or their homework may be to learn lines for a play etc.

A rough timetable, although this is flexible over the week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Aim to read at home every night if possible to an adult						
Practise spellings regularly through the week.						
				Home learning activity, usually maths based given out on Fridays to be returned by the following Thursday at the latest.		
Learn maths facts – as regularly as possible						

Key Stage 2

Homework in key stage 2 will continue to focus and build on the fundamental skills that children need to successfully access the curriculum at their relevant stage. These fundamentals are reading, spellings and times tables and it is the expectation that parents will regularly support their children in these areas as outlined below.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Aim to read at home every night and if possible to an adult						
Practise spellings regularly throughout the week.						
Times Table Practice – these may include computer based activities and/or additional activities sent home by the teacher.						

Reading

Children are expected to read every night and as regularly as possible to an adult. Their reading records should be completed to show evidence of this.

Spellings

Each half-term children will be provided with a spelling booklet which contains their weekly spelling lists for the half term. As in key stage 1, the 'Look, Copy, Cover, Write, Check' method for learning spellings is recommended, alongside practice testing and support at home with an adult. We recognise that to successfully learn spellings this practice should happen little and often throughout the whole week. Each spelling list will contain set spelling patterns which will assist children in spelling other words in their everyday use. Where children have difficulties with spellings, separate words to learn and practise may be given.

Each week children will be tested on their spellings, in order to assess their progress; therefore it is vital that they are regularly learning these at home. If children do not achieve full marks then they may be given additional support by the teacher if required; this may happen outside of normal lesson time e.g. break time; it is important that this is not viewed as a punishment but as an opportunity for the children to make sure they understand the relevant spelling patterns or rules. If children have not completed their homework (not been practising at home) then they will need to spend some of their break time or golden time looking at and practising the spellings so that they do not fall behind in their learning.

Time Tables

In a similar way to learning spellings, for children to successfully learn and acquire a rapid recall of the times tables, practise should happen little and often throughout the week with adult support. Children will be told which times table or tables that they need to practise at home and will be tested weekly on these; these tests will indicate when children have a secure knowledge and are ready to move to the next time table. Activities to support the children with these will be 'signposted' for the children and could include games to play on the computer and/or worksheet type activities.

Projects and Other Homework

In addition to this there will be a half-termly or termly project homework based upon the topic that the children are learning; this is intended to allow for greater depth of study over a longer period of time. Within these topics there will be an element of choice for the children to promote greater independence in their learning. These projects will be acknowledged in a variety of different ways, for example – marked by the teacher, celebrated and shared with the class, displayed within the class and or school.

As appropriate other additional homework may be sent home if relevant and needed to develop or check a child's understanding. Children will be given at least two days to complete this homework.

Special Educational Needs

Homework is differentiated according to the children's specific ability e.g. relevant spelling lists and books set at the appropriate stage.

Conclusion

Home Learning is an established part of the curriculum. Teachers make every effort to ensure that it is set regularly and marked consistently. Many parents appreciate the contact home learning can give them with the school day and children are enthusiastic about the tasks. Teachers can use the opportunity to follow up work done or reinforce basic concepts and thus time is released in the school day for other things. We believe that there is value in regular home learning for our pupils.

Teachers can use this opportunity to follow up learning that has taken place at school or reinforce basic concepts and thus time is released in the school day for other things.

_____ Dated _____
Author

_____ Dated _____
Headteacher

_____ Dated _____
Chair of Governing Body

_____ Dated _____
Chair of Pupils and Curriculum Committee

Ratified at Full Governors Meeting: 17 November 2016

Date of next review: