

Ursula Taylor C of E School



Home Learning Policy March 2020

Rationale

At Ursula Taylor C of E School we value highly our children's educational journey and wish to provide children and parents with opportunities for purposeful and relevant out of school learning. We place great importance on children having a broad and balanced childhood experience, we recognise and support the importance of time spent with family members and also attending out of school clubs and organisations.

At UTS we see out of school learning as complementary to the work children are completing in class. Our topic based curriculum allows many valuable opportunities for children to take their learning in any direction they wish, as well as becoming enthused and engaged by the learning process. It also gives parents who wish to become more involved in their child's learning, opportunities to support their child with their tasks.

As a school we feel strongly that out of school learning must have a clear link to class work, be built around a range of knowledge and skills so all our children regardless of ability are included, and that work produced is highly valued within the school environment.

Aims

- To complement the school curriculum with engaging activities which impact positively upon children's learning
- To make school expectations clear and provide continuity for all children in the school
- To ensure the importance of regular reading at home and to promote the enjoyment of reading and sharing books.
- To provide opportunities for learning in a variety of ways to allow all children to access the activity
- To value children's home learning in the school environment
- To offer parents the opportunity to become more involved in their children's learning
- To provide parents with ideas for activities so they can decide the frequency and amount of work their child completes
- To find a balance between home learning and children's commitments out of school
- To ensure children still have plenty of opportunities for relaxation and important family time

Reading

Hearing children read, and reading to children at home is essential to encourage children to share and develop their passion for reading, increase their phonic awareness and extend their comprehension skills. At UTS we place a great deal of importance on nurturing a child's imagination and developing a love of books. We also encourage children to read widely across a range of genres including; signs, magazines, newspapers, leaflets, shopping receipts, texts and web site content.

Spelling

Foundation Stage and Year 1 children have daily phonics teaching which follows the DfE publication, 'Letters and Sounds'. This coverage ensures all children experience phonics in the form of reading and spelling in a

progressive format which is responsive to the needs of the children. Children in Year 2 who still require phonics input, receive this as part of an intervention group during the week.

Children in Year 1 and Year 2 receive spellings to learn at home. These are a mixture of words which feature particular sounds which they are focusing on in phonics, Common Exception words or topic related language which will be useful to support their writing.

In Key Stage 2 children will receive spellings on a weekly basis following different spelling patterns and topic related vocabulary, these will be differentiated according to children's individual needs and stages of development. These words focus heavily on the Year 3 and 4 and Year 5 and 6 Common Exception Word list, which details specific words children need to learn for work within their Literacy.

Numeracy

Children in Foundation Stage and Year 1 have some home learning in Maths as part of their challenge book work. This will be based on practical maths and using maths in the home environment, linking it to topics and also investigations where possible.

Year 2 – Year 6 children receive weekly home learning task which are linked to their areas of study from lessons. There will be a mixture of fluency work, e.g. time's tables and arithmetic and also reasoning and problem solving.

Children in Year 5 and Year 6 are given CPG Maths books with assigned pages for completion at home on a weekly basis.

Each child in Year 2 – 6 has a 'Learning Journal' which contains their reading record, Numeracy / Literacy Homework activities. Weekly spelling come home in a book or folder, depending on the method chosen by the class teacher.

Topic Work

As a Creative Curriculum school we use a topic based approach to provide a wide range of learning opportunities. Children are encouraged to find out information at home, and bring things from home into school to share. Each term the children are given a Topic based project to complete during the term. This task/s can be completed in different ways chosen by the child.

Each term we send home a Topic Booklet which gives parents and carers information about what the children will be learning about. This will also provide some information about useful websites / books which children may want to use within the topic. All work completed by the children is valued and shared at school and is often used as a resource within class lessons, it is also displayed in school for other children across the school to see.

Home Learning Opportunities

Foundation Stage	Reading a minimum of 3 times weekly. Daily practice of sounds and tricky words. Topic related tasks and 'Can you...' activities, based on individual children and opportunities during lessons. 'Newsflash' and Next Steps information.
Year 1	Reading Daily x 10 minutes, including practising phonics, using the tricky word cards, sound mats etc. Challenge Books with a task in them. Common exception word spellings and tricky words to spell Topic homework, e.g. research or an activity.

Year 2	Reading minimum of 10 mins 3 x weekly Maths activities to support arithmetic or problem solving. Common Exception word spelling and tricky words to spell Topic homework, e.g. research or an activity.
Year 3	Reading minimum of 10 mins 3 x weekly Weekly Numeracy activity Weekly Spellings English work (when appropriate and linked to learning) Termly Topic Take Home task
Year 4	Reading minimum of 10 mins 3 x weekly Weekly Numeracy activity Weekly Spellings Comprehension / English tasks (where appropriate and linked to learning) Termly Topic Take Home task
Year 5	Reading minimum of 10 mins 3 x weekly Weekly Maths - CGP Weekly Spellings – Year 3/4 or Y5/6 words Comprehension / English tasks - CGP Topic Homework grid 'Book on a page' task, usually 1 x a half term
Year 6	Reading minimum of 10 mins 3 x weekly Weekly Maths - CGP Weekly Spellings – Year 3/4 or Y5/6 words Comprehension / English tasks - CGP Topic Homework grid 'Book on a page' task, usually 1 x a half term

NB: In addition to the work detailed above there may be extra tasks, activities provided at different points of the year.

Equal Opportunities/Inclusion/SEND

All children at UTS are encouraged to complete their home learning tasks and support is offered where needed to allow this to happen. Activities and task are selected to be accessible to all children, if an activity is required to be adjusted to meet the needs of the children, the teachers will offer additional resources, alter the task or provide a slightly different level of challenge.

We also encourage children to ask staff for help with their homework. KS2 staff run homework clubs and provides times where children can access support if needed. Parents and carers are welcome to ask questions and seek advice from teachers about the work their children are completing.

Monitoring

Home Learning will be monitored on a regular basis by the Senior Leadership Team.

Policy reviewed March 2020

Next review March 2022