



Lympstone C of E Primary School

Policy Statement: Home-learning

Version	Amendment summary	Approved by	Date approved	Date of next review
1.0	Annual review	Curriculum	June 2011	June 2012
2.0	Annual review	Curriculum	June 2012	June 2013
3.0	Annual review	Curriculum	June 2013	June 2014
4.0	Annual review	Curriculum	March 2015	March 2016
5.0	Annual review	Curriculum	November 2016	November 2017

Rationale

At Lympstone C of E Primary School, we value the importance of independent home-learning that specifically targets on going skills. We believe it is important for children and parents to value their learning and to take a shared responsibility alongside school for progress. Home-learning gives the opportunity for quality time that develops ability and therefore self- esteem, we value the progression and confidence that comes from specific and effective tasks. These tasks must be age and ability appropriate and not onerous on time. We are promoting quality of understanding rather than quantity of output. Our home-learning policy encourages a wider engagement in the broader curriculum and supports opportunities to show a deeper level of understanding in an independent way.

We are proud to be able to tailor our curriculum and home-learning to meet the many needs and interests of all of our children, developing ownership and self- esteem in learning.

Please note the name change from homework to home-learning to promote more child centred investigation and learning linked to school topics.

What will it look like?

Home-learning will focus on the key fundamental skills of reading, spellings and number manipulation in each year group. There will set tasks that we would encourage you to complete as they will support everyday knowledge and learning in the classroom, allowing your child to progress at an expected rate. These tasks should be done regularly throughout the week and should take a short amount of time.

There will be the option of you engaging in some more individualised tasks with your child should you choose to. These will come in the form of 'Why don't you?' suggestions and will appear on the topic newsletter under each subject area. The ideas given are to help you explore the learning for the term in more detail; however you may choose your own activities or chose not to engage in this way. It is your choice. We would like to see and hear of activities completed at home that show

mastery and depth of understanding but will not be asking for them or marking them. Home-learning will however be celebrated and discussed.

Reading

We expect all children to engage in the reading rainbow challenge and to read regularly, All children should be able to talk about the books they are reading and give opinions about what they have read and what might happen next.

Class R	10 min daily	Children should be sharing stories with an adult and enjoying books, this can be the child and the adult reading. Questioning for understanding and revisiting books is very important at this stage. Books from the reading scheme should be changed at least once a week.
Class 1	10 mins daily	
Class 2	10 mins daily	
Class 3	20 mins 3x week	There will be a mix at this age of children being read to and reading out loud and for pleasure by themselves, all three should be encouraged.
Class 4	20 mins 3x week	
Class 5	30 mins 3x week	At this age children need to be developing stamina in their independent reading. A variety of different genres as given in the Reading Challenge is key
Class 6	30 mins 3x week	

Spellings

In addition to using the traditional 'Look, Cover, Say Write' method of learning, we also recommend that children use more creative and varied activities to practise their spellings – these are taught and practised in school and are generally enjoyed by children. When practising spellings, it is important to look at them once or twice daily rather than the night before a test to help to commit them to long term memory. We will be looking to see if application is accurate in writing in the longer term, not just the learning of correct spellings for a one-off test.

Class R	Daily throughout the week	Letter formation , practising tricky words in word book (5-10 words)
Class 1	Daily throughout the week	Learning KS1 words (5-10 words)
Class 2	Daily throughout the week	Yr 2 tricky words list and personal spelling folders (up to 10 words)
Class 3	Daily throughout the week	Consolidating accurate spelling of words from Y1/Y2 lists and words from the Yr3/4 word list (up to 10 words)
Class 4	Daily throughout the week	Consolidating accurate spelling of words from the Yr3/4 word list (up to 10 words)
Class 5	Daily throughout the week	Individual spellings from the KS2 word list (up to 10 words)
Class 6	Daily throughout the week	Individual spellings from the KS2 word list (up to 10 words)

Number

Class R	Recognising Number patterns	All number activities will be given as suggested games or as rote learning. There are many website to support children with this type of knowledge based learning and we will be sharing these with you. There will be informal weekly assessments to keep children progressing. Each year group builds on the knowledge of the previous one, the aim is that by year 6 all number patterns bonds and x tables fact are learnt and easy for children to manipulate.
Class 1	Learning and understanding a range of number bonds	
Class 2	2,3,,5,10 x tables	
Class 3	2,5,10 and 3,4,8 x tables	
Class 4	1-12 x tables	
Class 5	1-12 x tables and inverse functions/patterns	
Class 6	1-12 x tables and number patterns	

Some children will have individual home-learning based on their IEP targets. This will be discussed and agreed with class teachers.

Roots and Shoots

We will be providing the following slips for you to use to share with us any learning or activities that have taken place at home that you think show interest and depth of learning. We will celebrate these with your child. Roots and shoots slips should indicate how you child has been inspired by the roots of learning identified on the topic map and what direction they have independently chosen to take this learning in.

Roots and Shoots



Name:.....

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Date:.....

Home learning should be a positive experience. If this is not the case, then parents are asked to make an appointment to discuss alternative measures with either the class teacher or Headteacher.