



Draft Home Learning Policy

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The curriculum at Primet Primary school will ensure that all learners leave school as resilient and confident individuals, who lead healthy and happy lives. Our core values of kindness, respect and trust influence the actions and decisions made by the entire school community.

Through an enriched and bespoke curriculum that utilises the local and wider community, pupils will be ambitious with high aspirations for themselves and others. Pupils appreciate and celebrate the school's diverse community, demonstrating spiritual, moral and cultural awareness and understanding. They will be well-prepared for the world of work, through the acquisition of the knowledge and skills necessary to become fully literate and numerate. Pupils will be active enquirers, who possess the creativity and ability to think critically to solve problems and make connections in an ever-changing world. With a growth mind set, pupils are prepared to take risks. They see mistakes as a learning opportunity and challenge as an enjoyable struggle.

As emotionally intelligent individuals, pupils will have an understanding of their own and others' needs that will equip them to take responsibilities and lead at a local, national and global level.

Home learning is but one aspect of what being a pupil at Primet Primary School is and how the school aims to ensure that all children successfully achieve our intent. We also acknowledge the important role of play and free time in a child's growth and development and have therefore created a home learning policy that enables all of our learners to embed skills and knowledge taught within the classroom as well as developing them holistically and socially.

Through this policy we aim to:

- Ensure consistency of approach to home learning throughout the school.
- To use home learning as a tool to help continue to raise standards of attainment as well as enrich their understanding of the world around them.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy their learning experiences.
- Ensure that parents are clear about what their child is expected to do.
- To practise or consolidate basic skills and knowledge, especially in mathematics and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

Home Learning

Home learning activities should be based on the current topic. A new menu should be created for each new topic and submitted to the HT and DHT at least two weeks before the start of a topic for checking. Once approved, Home Learning menus along with links to useful websites, Times Table Rockstars, etc. should be added to Class Pages on the school website. Pupils should be given the option to complete the tasks in any order and rewarded for completing home learning to a high standard and/or for going above and beyond by completing more tasks.

Recording and Marking

Every time a child starts a task, they should write the name of the task and date in their Home Learning exercise book. Their exercise books should be used for them to write research notes, plans, etc. that will be used towards their completed product. For tasks that cannot be written in the book, e.g. Present, Create, Social pupils should be given the option to either include a photograph or brief description/reflection of what they have done / final product. Each task completed should have a written comment by the class teacher and where appropriate a next step.

Below are examples of what this may look like:

Present:

Title and date.

Possible research notes, plan of presentation, etc.

Photograph of pupil presenting their work or reflection by pupil of their presentation.

Teacher comment and next step focusing on presentation skills, quality of research, knowledge, etc.

Social

Title and date.

Photo or written comment/reflection by pupil.

Teacher comment.

Home Learning is 'Home Learning' and other than the must do tasks, there should not be consequences for not completing activities from the menu.

Year Group	Must do Tasks:	Menu Choices:	Examples:
Reception	Share reading book every night Practise high frequency words Practise writing name Practise forming letters and numbers	2 – 3 suggestions for the following areas of learning: Personal, Social and Emotional Development Physical Development Communication, Language and Literacy Mathematics Understanding the World Expressive Arts and Design These should be practical activities, including questions that will make pupils think. There should be no requirement to bring any evidence into school.	PSED Practise saying kind things to your siblings and family. Can you give everyone in your family a compliment? Talk about the choices you have to make every day, and how we know if we are making a good choice.
Year 1	Read reading book every night Practise Phonics spelling lists every week. Practise reading and spelling Common Exception Words every week. Practice number	A choice of 6 activities in the following categories: Present Create Write Design Social Service	Present Read the fairytale 'The Gingerbread Man'. Then make your own gingerbread man, but record how you do it on video for the class to watch!

Year Group	Must do Tasks:	Menu Choices:	Examples:
	bonds every week.	Pupils to complete a minimum of one activity so that they can focus on the core skills.	
Year 2	Read reading book every night. Practise reading and spelling Common Exception Words every week. Practise 2, 5 and 10 times tables.	A choice of 6 activities from any of the following categories: Present Create Write Design Social Service Pupils to complete a minimum of two activities so that they can focus on the core skills.	Write Research Desert Foxes and create a fact file- How are they adapted to their habitat?
Year 3 & 4	Read their reading book every night. Practise their times tables. Practise reading and spelling Common Exception Words every week.	A choice of 9 activities: 2 Social 2 Writing A combination of 5 of the following: Create Present Design Service Pupils to complete a minimum of three activities.	Social Play a board game of your choice with members of your family. Take a photograph to share with your class.
Year 5	Read their reading book every night. Practise their times tables. Practise reading and spelling Common Exception Words every week.	A choice of 9 activities: 2 Social 2 Writing A combination of 5 of the following: Create Present Design Service Pupils to complete a minimum of four activities.	Service Do a random act of kindness for someone who might not expect it. In your home learning book, write what it was and reflect on how it made you feel to do something good for someone else.
Year 6	Read their reading book every night. Practise their times tables. Practise reading and spelling Common Exception Words every week.	A choice of 9 activities: 2 Social 2 Writing A combination of 5 of the following: Create Present Design Service Pupils to complete a minimum of four activities.	Present: Research palm oil plantations. What are the pros and cons of their existence? Prepare a presentation for a group of your peers using whatever format you like.

Expectations to times table knowledge is as follows:

Year Group	End of Year Expectation
Y1	Counting in 2, 5 and 10
Y2	X2, x5, x10
Y3	X2, x3, x4, x5, x8, x10, x11
Y4	X2, x3, x4, x5, x6, x7, x8, x9 x10, x11, 12
Y5	(and corresponding division facts eg
Y6	$6 \times 3 = 18$, $3 \times 6 = 18$, $18 \div 6 = 3$, $18 \div 3 = 6$).

Children should not be limited to the guidelines above and can learn any of the times tables and division facts above regardless of their age.

Returning Home learning

Home Learning Exercise books will always be given out with the home learning menus during the first week of a term or at the start of a new topic. The exercise books will be returned once a piece of work has been completed allowing time for the children to present their work.

Roles and Responsibilities

Governors will:

- Set, discuss and review the policy on a regular basis.

The Headteacher and Deputy Headteacher will:

- Monitor the implementation of this policy.
- Provide all stakeholders with a clear policy for home learning.
- Ensure the policy is fully and consistently followed.
- Listen to views about home learning from the children, staff and parents.
- Monitor Home learning menus

Staff will:

- Set Home Learning Menus that are valuable to the children's learning.
- Value children's home learning and show recognition for the work carried out.
- Give reasonable time for home learning to be completed.

Parents will:

- Encourage their child to complete home learning.
- Ensure their child hands in the home learning on time.
- Provide a quiet place for their child to complete home learning.
- Get involved with their child's learning but avoid doing it for them.

Children will:

- Make sure they understand the home learning activity.
- Complete their home learning to the best of their ability.
- Return home learning to school on time.
- Maintain high standards of presentation expected in class.

Sharing the Policy

This policy will be shared with all stakeholders and a copy will be posted on the school website for future reference.

This policy was reviewed in July 2019 and will be reviewed again in July 2020.