St Mary's Catholic Primary School

Achieving Ambitions

HOME LEARNING POLICY

We guide our pupils on to the path to achieving their ambitions.

On their journey, they **Love** *one another,* **Learn** *to achieve excellence,* **Laugh** *through enriching experiences and* **Live** *life to the full.*

Drafted by	Senior Leadership Team
Approved by Governors	Teaching and Learning Committee
Reviewed	Spring 2023
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Aims

Through this policy we aim to:

- Ensure consistency across the school
- Develop pupils' confidence, organisation and self-discipline required to study independently and away from school
- Extend skills learned in school, particularly in literacy and numeracy
- Extend our partnership with parents, inviting them to be actively involved in children's learning
- Prepare older children for the differing challenges and expectations of secondary education
- Encourage children to extend learning and learning skills through activities in the community and finding information using ICT, libraries etc.

Overview

At St Mary's we believe that home learning comes from a range of activities that the children encounter. Many valuable learning experiences happen outside school and are part of the whole learning experience:

- After school clubs
- Visiting the library
- Church
- Sports activities including swimming
- Family outings and visits
- Language learning beyond the home language
- E-learning via the computer, including Timestable Rockstars
- Talking to parents about what they learned at school and practising basic literacy and numeracy skills in shops, around the house etc.

We believe that home learning is ongoing practice and enrichment of the learning that occurs in school.

Home learning in itself does not raise standards or improve learning. This only occurs when parents and staff support and encourage the home learning and discuss and share it with children. It has impact when the child understands what they are doing and has support from home and school. It should never cause anxiety, but be a natural extension of the school day.

Organisation

Every class in the school will set two home learning tasks each week. These are to be accessed using Seesaw (Please see remote learning policy). These tasks consist of:

- Early Years – Practising basic number concepts and phonics (different sounds will be sent home)
- Years 1-6 – Key mathematics skills and spellings

Each week, there will be a session to discuss the outcomes of the home learning tasks and children will be tested on spellings through a weekly spelling test.

Staff will:

- Provide home learning as agreed
- Ensure children understand task and time frame
- Discuss, acknowledge and praise children who have actively engaged in the tasks set
- Inform parents if they feel a child is not engaging in home learning

Pupils will:

- Ensure learning tasks are taken home and shared
- Engage in home learning by the agreed day
- Organise themselves as to when and where to do home learning
- Ask their teacher and/or parents if they have any difficulties and need help
- Try their best

Parents will:

- Encourage children to do home learning tasks
- Assist as appropriate and encourage discussion about their learning
- Inform their child's teacher when there are problems with their child's home learning task

Reading

The development of reading is key to learning. All children should read for 10 to 20 minutes at least 3 times per week. This can be in the form of reading to your child or listening to them read.

Children should enjoy reading and should have the opportunity to read a range of genres, both fiction (stories and poems) and non-fiction (facts).

Parents can support reading at home through:

- Reading together
- Talking about books and stories
- Asking questions about what children have read
- Visiting a library or bookshop
- Sharing songs and rhymes or listening to audio stories
- Letting them see you and their brothers and sisters read
- Working on letters, sounds and phonics
- Reading games
- Practice with writing and spelling basic, useful words
- Encouraging children to read everyday print (e.g. papers, cookbooks, internet, and magazines) and to write (e.g. letters, lists and notes)