

ST.MICHAEL'S CE VA PRIMARY SCHOOL  
LYME REGIS  
POLICY ON HOME LEARNING

At St.Michael's Primary School we aim for our children to:

**have an enquiring mind and enthusiasm and motivation for learning**  
**have a taste for challenging learning experiences**  
**be confident in a wide range of social situations**  
**be both an independent and collaborative learner**  
**take responsibility for their own actions**  
**see life as a continuous learning experience**

Our home learning policy reflects these aims and :

UNICEF Rights of the child:

Article 29:

Children's education should develop each child's personality, talents and abilities to the fullest.

**School:**

The key to the activities or challenges set is that they are based on our observations and assessments of children's next steps in their learning. They are always linked to previous, current or future learning within class.

Teachers will aim to make each task very clear and will remind children to ask if they are unsure about a task or to encourage their parents to ask if they are unsure.

Termly Class Letters will give information about how and when home learning will be arranged for that term.

Each child will have an exercise book or A4 size folder which will contain clear instructions and appropriate resources for the tasks.

Teachers will ensure that there are clear expectations about the date set and the expectations about handing in learning.

Each teacher will be investigating the impact of sending home more open ended – learning rather than just a focused set task over the Spring/ SummerTerm 2012.

**Home:**

**At every stage of your child's time at our school we will expect children to read on a daily basis to practice their skills.**

No activities should cause distress or anxiety to the child. They should take approximately 20 mins with variation according to the age of the child.

Parents/grandparents/friends/relatives are expected to engage with their child, asking questions, encouraging their child to try their best, giving support and sharing ideas, information and interests.

Although parents should encourage their child to complete the tasks, parents are not expected to complete their child's home learning or make them re-do it.

If there are difficulties with the children's understanding of the task, please ask teachers who will always find time to talk through the activity with the child and/or parent.

Parents should write a note to the teacher if the child has found the task particularly difficult or easy or that 20 minutes was spent on the activity if the task is still incomplete.

**We really believe that children who are encouraged to carry on learning at home feel more confident as learners in school. Please help us to make this a partnership which supports your child's confidence learning.**

**The current expectations (Summer 2012) for each class are set out below.**

### **Foundation Stage:**

Pre-school:

Parents are asked to share in their child's learning journey by encouraging them to ask questions and find out about the world through play and talk. Parents are asked to help children gain independent skills such as learning how to dress themselves.

Reception:

Reading

Books are sent home with words of the week.

Parents will have a note to suggest an activity with the words to aid recognition.

Reading journals will contain suggested activities for children e.g. draw a picture of your favourite character.

Home learning books

If children find anything to do with their current learning journey, they are encouraged to bring it in and share it, this then goes on interest table.

Notes to support learning are sent home e.g. Can you practise counting the lamp posts as you walk to school? These will be practical rather than on paper. Some paper based activities may be sent home towards the end of the year.

'Wow' books make communication of learning between home and school clear and gives the class teacher the opportunity to see children's interests and possible lines of development in their learning journeys. These can then be developed in school.

Wow books and journals are reviewed and commented on at least a weekly basis with stickers, stars or smiley faces for the children. There is additional feedback through 'Wows' and certificates linked to learning from school.

### **Key Stage One**

Year 1/2

Reading

Key high frequency words are given to the parents at the beginning of the year.

Reading books are changed twice a week if it is clear that the children have read them.

Home Learning Books: Children are encouraged to record their findings in anyway that suits them. These books double as 'Wow' books.

Information about class learning, including recipes, stories etc that have been used in the class will be sent home to enable parents and children to extend their learning experience.

A specific activity is sent home in children's home learning books on fortnightly basis on a Friday.

Booklets are sent home each half term explaining what the current and future learning will be. Within these booklets there is additional information and advice on how to help extend a child's learning at home in Maths and Literacy.

Home learning is shared in class and the children's thinking is praised through a range of strategies. Home learning books are marked and sometimes further questions are added to further extend children's thinking. Home learning is often incorporated within lessons and links closely to class learning.

Home learning is displayed on the class learning wall.

## **Key Stage Two:**

Year 3/4:

Home learning is set on Tuesday or Wednesday for Monday or Tuesday to allow for busy family lives.

Opportunity to take 2 books home per week. Reading at home is monitored closely through guided reading rotation.

Literacy and Numeracy is sent on alternate weeks.

Weekly spellings are sent home on a Wednesday and are based on a (Look Cover Write Check ) LCWC strategy sheet?

Literacy has termly targets these are usually supported by a writing or comprehension task

Different groups of children will receive different home learning to support and challenge.

Plenty of written instructions for parents and child.

If children do not do any of their tasks set, they will be asked to use some of their break time to complete the activity with adult help.

Times tables are practised in rotation with a regular opportunity in school.

Year 4/5:

Reading - please continue to listen to your child read for 10 minutes each day. Even fluent readers need to read allowed to ensure they develop expression, self correction and understanding

Literacy will be linked to topic or Literacy unit - set on Friday.  
This will be in the form of a project

Maths – differentiated tasks will be set on a Monday for a Friday

Times tables – will be targeted and should be practised regularly

Spellings are given and tested on Wednesday

A Homework book for all home learning activities is given for clear instructions – if children find it hard to write correct content then they will be supported.

If children do not complete their tasks set, they will be asked to use some of their break time to complete the activity with adult help.

Year 6

Literacy and numeracy (differentiated) set weekly on Friday for Weds. Based on or in preparation for the next unit of work.

Spellings Tues for Mon.

Additional work given specific to groups for numeracy and literacy – weekly.

Home learning books are used to record home learning activities set in school

If children do not complete their tasks set, they will be asked to use some of their own time in school to complete the activity with adult help where appropriate.

All homelearning is marked or shared in class where appropriate with feedback to children.

Mrs Hyde, Madame Sturtridge, Miss Grose and Mrs Bailey will give out a challenge on some occasions, this will be a short activity and based on an investigation 'Something you could find out'

Mrs Bailey will discuss any home learning from her groups with the parents and children on an individual basis.