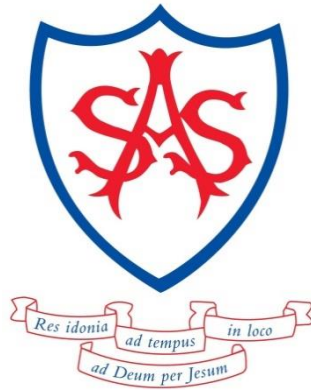




St. Antony's Catholic Primary School

Home Learning Policy

School Mission Statement

*'God is at the heart of our school.
With the help of our community, we will strive to learn, love and achieve.'*

Policy Date: September 2023
Review Date: September 2024

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Purpose and Intent

We place our children at the centre of our school and seek to develop the whole child – spiritually, morally, culturally and academically so they are well prepared to meet future challenges.

As a catholic primary school, we believe parents are the first educators of their children. We also believe that a strong home, school, parish partnership is fundamental to the development of children. Pupils whose parents are involved with their education make better progress throughout their school life. Home learning encourages parents to work with their children as well as in partnership with the school.

Aims and Principles

Through this policy we aim to:

- Ensure consistency of approach throughout the school
- Ensure progression towards independence and becoming responsible learners.
- Ensure the needs of the individual pupil are considered.
- Ensure parents/guardians have a clear understanding about expectations from themselves and the pupil.
- Improve the quality of learning experience offered to pupils.
- Extend and support the learning experience via reinforcement and revision.
- Provide opportunities for parents, pupils and school to work in partnership.
- Provide opportunities for parents and pupils to work together to enjoy learning experiences.

Legislative requirements and non-statutory guidance

This policy is written with reference to:

Early Years and Foundation Stage Statutory Framework

National Curriculum Primary programmes of Study for KS1 and KS2.

Please read in conjunction with our Teaching and Learning, Reading, Assessment and Feedback, SEN and Inclusion and curriculum policies.

Roles and responsibilities

The Governors

Governors will review this policy in conjunction with the Headteacher and monitor the policy's effectiveness.

The Headteacher and Senior Leadership Team (SLT)

The Headteacher and SLT will review all curriculum policies and will take a strategic overview of how this policy is being implemented.

Teachers

Ensure that their practice and teaching reflects the practice and procedures outlined within this policy,

Procedures and Practice

Home Learning is most effective when:

1. There is consistent practice across the school.
2. There is a regular programme so that everyone – teachers, children and parents or carers – knows what to expect each week.
3. Pupils and parents or carers are very clear about what they need to do.
4. Parents and carers are treated as partners in their children's learning.
5. There are high expectations of pupils in completing homework.

The precise amount of time spent on home learning is much less important than the quality of tasks set and the way they are planned to support learning.

The main focus of our home learning is to:

- Develop and apply English skills, especially in reading and spellings
- Develop and apply maths skills, especially times tables.
- Develop as responsible, independent learners

The role of parents and carers in supporting children

In general terms parents and carers should:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework – along or, more often for younger children, together with an adult.
- Make it clear to pupils that they value home learning, and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed home learning.
- Advice on the curriculum content of home learning will be available on the school web site

Reading

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

We want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading. Through reading pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. (Reading Policy)

EYFS

Children should:

- Share books with parents and carers regularly
- Listen to oral stories.
- Join in with nursery rhymes and songs
- Reception children should read their phonics book with an adult daily and this should be recorded in their reading diary.
- Reception children should bring their reading books and diaries to school every day.

Years 1-3

Children should:

- Read their phonics/Bee or Squirrel book with an adult daily and this should be recorded in their reading diary. (NB *Books will be changed weekly as repetition is the key to learning. Books read in class are set on Oxford Owl for children to also read at home*)
- Bring their reading books and diaries to school every day.
- Read and listen to a range of texts, not necessarily always provided by the school. Children will also choose a library book weekly to be shared at home.
- Share books/listen to stories with a parent/carer for pleasure

The class teacher will respond to comments where appropriate, but not always.

Years 4-6

Children should:

- Read independently daily and record in their journal. Parents should sign the journal weekly.
- Discuss their reading with a parent or carer regularly, expressing likes, dislikes, opinions of characters, authors, genres etc.
- Have a reading book in school daily.
- Read a range of texts and for a range of purposes not necessarily always provided by the school. It is also important that children are encouraged to make use of the library.

Inclusion and Equal Opportunities

The purpose and allocation of home learning previously outlined applies equally to pupils with SEN. Some children may benefit from specific homework tasks based on their individual learning needs, linking to their Education Health Care Plan (EHCP) and targets. However it is important that they will do as much in common with other children as possible.

Monitoring and Evaluation

The deputy headteacher will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis through discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy.

Appendix A

Home Learning Timetable

	Reading	Spelling Set: Friday Test: Friday (except EYFS)	Maths Set: Friday Due: Friday	English/RE/Foundation Set: Friday Due: Friday
EYFS	Daily reading (parents to sign daily)	Weekly phonics	Weekly maths activity/game	None
Year 1	Daily reading (parents to sign daily)	Weekly phonics	Weekly maths activity/game	
Year 2	Daily reading (parents to sign daily)	Weekly phonics or spelling	Weekly maths activity (Mathletics, TT Rockstars or other)	Weekly English, RE or Foundation task
Year 3	Daily reading (parents to sign daily)	Weekly spelling	Weekly maths activity (Mathletics, TT Rockstars or other)	Weekly English, RE or Foundation task
Year 4	Daily reading (parents to sign weekly)	Weekly spelling	Weekly maths activity (Mathletics, TT Rockstars or other)	Weekly English, RE or Foundation task
Year 5	Daily reading (parents to sign weekly)	Weekly spelling	Weekly maths activity (Mathletics, TT Rockstars or other)	Weekly English, RE or Foundation task
Year 6	Daily reading CGP reading weekly (Fri)	Weekly spelling (set on Monday)	Mathletics or TT Rockstars weekly (Thurs) CGP maths weekly (Tues)	CGP grammar weekly (Wed)