



St Andrew's CE VC Primary School

A Church School that learns, grows and achieves together

“Train up a child in the way he should go,
and when he is old he will not depart from it”
Proverbs 22:6

Home Learning Policy

Signed (Chair)	Name Tony Parker	Date: November 2023
Signed (Head)	Name Graham Pike	Date: November 2023
Ratified by Governing Body on 30/11/2023		Next Review: October 2025

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

- The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

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HOME LEARNING POLICY

Preface: Christian Ethos

A core Christian belief is the importance that God places upon the care, the growth, and development of children. In Mark 10:13-16 *And they were bringing children to him so that he might touch them, and the disciples rebuked them. But when Jesus saw it, he was indignant and said to them, "Let the children come to me; do not hinder them, for to such belongs the kingdom of God. Truly, I say to you, whoever does not receive the kingdom of God like a child shall not enter it."* And he took them in his arms and blessed them, laying his hands on them.

The Bible verse the school has adopted says *"Train up a child in the way he should go, and when he is old he will not depart from it"* Proverbs 22:6.

We recognise that to fulfil this core belief, and to enable our children to flourish, we need to encourage our children to continue to learn at home, to give them the best opportunity to grow in their skills and understanding, give them the opportunity to share their learning with parents/carers, and prepare them to progress through each stage of schooling.

The aims of home learning are:

- To practise, revise, reinforce and consolidate skills, concepts and knowledge previously learnt in school.
- To connect learning in school to the real world.
- To provide a valuable opportunity for pupils to share their learning with parents/carers.
- To prepare pupils as they transfer from Key Stage 1 to Key Stage 2 to Secondary School.

Whole School home learning weekly programme				
Year group(s)				
	Reception	Y1 & 2	Y3 & 4	Y5 & 6
Reading	Reading & sharing books 5 x a week 10 min a night	Read & discuss with an adult 5 x a week 15 min a night	Read to an adult or independently then discuss 5 x a week 20 min a night	Read to an adult or independently then discuss 5 x a week 20 min a night
Spellings	Learn key words or phonemes 4 x a week	Phonics/ spelling practice 4 x a week	Spelling/Grammar practice 4 x per week	Spellings/ Grammar practice 4 x per week
Maths	Practise counting, recognising & writing numbers from 1 – 20	Practise and learn number bonds (Year 1 & 2), times tables (Year 2)	Complete 4 activities on Mathletics per week	
		Year 2 – Complete 20 mins on Timetables Rockstars per week	Complete 30 mins on Timetables Rockstars per week	

Additional information:

- Reading records will be handed in each week to be checked by the class teacher/TA. Parents/ carers need to sign and comment each time they hear their child read
- Pupils are given access to online platforms for them to use at home to support their learning (Timetables Rockstars Year 2 – 6; Mathletics – Year 3 – 6)
- Feedback to home learning will be given, when and where appropriate, verbally.
- Pupils should continue to read on a regular basis throughout each school holiday.

- Year 6 will be set additional home learning tasks in preparation for end of Key Stage SATs and to support their transition to secondary school.

Home learning expectations and roles:

Teachers will:

- Scaffold/ differentiate learning as needed by a group or individual.
- Provide feedback, where and when appropriate.
- Monitor that pupils are reading on a regular basis, and this is recognised and celebrated.
- Monitor completion of tasks and follow up with pupils as appropriate.
- Communicate with parents if there are any concerns about a child's home learning and/or share any positives.

Pupils will:

- Complete any tasks set on time.
- Respond to feedback given by adults (Parents, teachers, TAs)
- Have a positive attitude towards home learning and give their best.
- Be prepared to discuss learning with an adult at home or in school.

Parents will:

- Provide an appropriate level of support and be actively involved when required.
- Encourage a positive attitude and praise their child for doing their best.
- Support pupils with the organisation of their time.
- Encourage increasing independence as their child moves through our school.
- Communicate with the teacher if there are any issues or concerns. In addition, parents are encouraged to share any positives.
- Organise a quiet and calm space for their child to complete learning.
- Encourage discussion around learning in school and that completed at home.

Example questions could include:

What were you able to explain to others today?

What did you learn from others today?

What challenged you today?

Is there anything that you could teach us at home?

What were you most proud of today?

What learning is coming next?

Explain to me...

Monitoring and evaluating the policy:

The Governing body (through the curriculum committee) will:

- Have responsibility for evaluating the impact of this policy.
- Delegate responsibility to the Headteacher to oversee the development and implementation of the policy.

The Headteacher will:

- Monitor and support the effective development, implementation and impact of this policy.
- Promote this policy by raising its status and importance.
- Review the policy regularly through consultation with staff and parents, when appropriate.
- Provide supportive guidance for parents.
- Keep up to date with new developments and research.