



## HOME LEARNING POLICY

At St Michael at Bowes we recognise the partnership between home and school is vital in helping each child reach their full potential. By providing home learning we hope to involve not just the child but the parents/carers as well. It becomes a shared experience and allows parents/carers to monitor their child's progress. We believe that it provides children with the opportunity to practice skills taught in class, develop independent learning skills and begin to recognize that learning takes place beyond the classroom.

We do not refer to homework at St Michael at Bowes, we call it home learning. We teach our children to enjoy and relish learning. The word "work" can turn children off from learning so we try not to use it. Much of the learning is very challenging and the children will have to make a great deal of effort to achieve it but we teach them how to overcome challenges to become successful.

Each term year groups send a curriculum letter, which informs parents/carers of the term's curriculum and gives advice on how you could support your child. It also provides detail concerning home learning tasks.

### WHAT IS HOME LEARNING?

Many years of research have been undertaken into the impact of home learning on pupils' progress and achievement. Two outcomes of this research are clear:

1. Pupils make the best progress and achieve the best outcomes if their families involve themselves positively in the tasks the children are given;
2. The tasks that have by far the most impact are those which prepare children for future learning in class or put previous learning into context through a different but related task.

Therefore home learning will not necessarily be written work or basic calculations. The majority of tasks given will fall into one of the following categories:

- **Preparation for future learning in class.** Research, finding examples of things to bring into school or draw;
- **Extended research and presentation tasks.** This will be set over a longer period of time to give children time to spend on the project, sometimes involving family members or friends;

- **DB Primary generated tasks.** Your child's teacher is able to set computer based learning tasks. These have a set deadline and are sometimes self-marking.
- **Ongoing basic skills practice.** Your child will bring home spelling lists and spelling patterns to learn. They may have to write sentences to show they understand the meaning of the word in context and they may have to use a particular strategy to help them learn. They will also be expected to learn times tables and divisions by heart and pre-read a text that will be used in lessons the following week. They may also bring home a poem or play script to learn by heart;
- **The application of a skill** learned in class to a different context or problem to allow them to really deepen their understanding;
- **Consolidation or extra practice of work done in class.** We try not to give too much of this because if they can do it in class there is no reason to do more of the same. If they didn't 'get it' at school, they are unlikely to do so at home without their teacher or peers to support them. Year 6 may get tasks like this leading up to their SATs.

We believe strongly that there should be a balance between academic demands and the time children spend on extra curricular activities such as music, sport, art and other leisure pursuits that St Michael at Bowes children enjoy. Home learning tasks should not take hours to complete and children should relish the challenge of completing them.

**We expect our staff to:**

- Provide a range of home learning tasks and activities to challenge and excite the children and enhance the learning they do in the classroom;
- Ensure the children have a clear understanding of the task involved and a common understanding of the high expectations held of them individually according to their ability.
- Provide timely and appropriate written feedback for reading and acknowledge positively half termly projects and weekly tasks.

**We expect our pupils to:**

- Make full use of all the opportunities they are presented with;
- Tackle home learning tasks promptly and with a positive attitude, demonstrating resilience in overcoming challenges and learning from mistakes;
- Take pride in presentation and content, acknowledging the high personal standard expected;
- Be organised so that necessary books and equipment are not left at school or at home;

- Take responsibility for handing in the completed task on the agreed day;
- Take responsibility for finding out what home learning was set if absent

**We expect you as parents/carers to:**

- Provide suitable quiet surroundings i.e. not in front of the television, where your child can concentrate (please be aware that some children learn best lying on their tummies on the bed or floor and some need a table and chair!)
- Show an interest in what your child is doing and ask them questions about it.
- Communicate high expectations and reinforce the importance of learning at home as well as at school.
- Encourage your child to persevere with a task even if it seems challenging at first;
- Give equal importance to all types of task;
- Keep our staff informed of any changes in your child's circumstances which may affect their learning so further support can be provided.

Please note that deadlines given may vary from week to week.

All home learning tasks are due in on Wednesdays.

The appendix 1 below outlines what we as a school expect children to do daily, weekly and over a half term. The appendix 1 shows clearly what is compulsory and what is non-compulsory.

We do know that when children are in control of their learning and are able to make choices for themselves, they will be more motivated to succeed and standards of learning will be higher.

### Home Learning Appendix 1

	Daily - compulsory	Weekly - Compulsory	Weekly - non compulsory	Throughout the term - compulsory
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Read to your child.</li> <li>• Listen to your child read.</li> <li>• Child to record the page number they have read up to.</li> <li>• Practise spellings from the weekly list</li> <li>• Practise times tables and division of 3's, 4's and 8's.</li> </ul>	<ul style="list-style-type: none"> <li>• Child to choose a task from the front of their reading record and write a written response.</li> <li>• Parent to write a comment in their child's reading record.</li> <li>• Pre-read the reciprocal reading text and discuss with an adult. Find the meanings of unknown / highlighted words</li> </ul>	<ul style="list-style-type: none"> <li>• Have you finished a home learning task this week?</li> </ul>	<ul style="list-style-type: none"> <li>• Termly project based on IPC topic</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Read to your child.</li> <li>• Listen to your child read.</li> <li>• Child to record the page number they have read up to.</li> <li>• Practise spellings from the weekly list</li> <li>• Practise times tables and division up to 12x12</li> </ul>	<ul style="list-style-type: none"> <li>• Child to choose a task from the front of their reading record and write a written response.</li> <li>• Parent to write a comment in their child's reading record.</li> <li>• Pre-read the reciprocal reading text and discuss with an adult. Find the meanings of unknown / highlighted words</li> </ul>	<ul style="list-style-type: none"> <li>• Have you finished a home learning task this week?</li> </ul>	<ul style="list-style-type: none"> <li>• Termly project based on IPC topic</li> </ul>

<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Read to your child.</li> <li>• Listen to your child read.</li> <li>• Child to record the page number they have read up to.</li> <li>• Practise spellings from the weekly list</li> <li>• Revision of times tables and division up to 12 X 12.</li> </ul>	<ul style="list-style-type: none"> <li>• Child to choose a task from the front of their reading record and write a written response.</li> <li>• Parent to write a comment in their child's reading record.</li> <li>• Pre-read the reciprocal reading text and discuss with an adult. Find the meanings of unknown / highlighted words</li> </ul>	<ul style="list-style-type: none"> <li>• Have you finished a home learning task this week?</li> </ul>	<ul style="list-style-type: none"> <li>• Termly project based on IPC topic</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Read to your child.</li> <li>• Listen to your child read.</li> <li>• Child to record the page number they have read up to.</li> <li>• Practise spellings from the weekly list</li> <li>• Revision of times tables and division up to 12 X 12.</li> <li>• SATs revision packs from January (daily or weekly depending on the topic area)</li> </ul>	<ul style="list-style-type: none"> <li>• Child to choose a task from the front of their reading record and write a written response.</li> <li>• Parent to write a comment in their child's reading record</li> <li>• Pre-read the reciprocal reading text and discuss with an adult. Find the meanings of unknown / highlighted words</li> </ul>	<ul style="list-style-type: none"> <li>• Have you finished a home learning task this week?</li> </ul>	<ul style="list-style-type: none"> <li>• Termly project based on IPC topic</li> </ul>

### Frequently asked questions:

#### **What MUST children hand into their class teacher each week?**

On **Mondays**, children **must** hand in their reading record. The class teacher will acknowledge the record and give written feedback if appropriate.

#### **What MIGHT children hand into their class teacher each week?**

Children, if they have completed a task from the home learning grid, can hand their book into the class teacher on a Wednesday. The class teacher will give the child a sticker/stamp and write a comment about what they liked about the child's learning.

#### **What Must children hand into the class teacher on the first day of every half term?**

Children **MUST** hand into their class teacher their **home learning project** which they have been working on throughout the previous half term. Each child will receive a certificate informing them of what the teacher particularly liked about their project.

#### **What is a home learning project?**

A home learning project is a project that the child can work on throughout the half term. The project is set by the class teacher and will be based on the theme/topic of the half term. Children will be given lots of different ways to approach the project. The aim is for the child to work in collaboration with parents/carers, to have fun and be creative.

**What are the home learning grids?** The home learning grids consist of lots of short tasks that can be completed on a weekly basis. The tasks will address all aspects of the curriculum including life skills, physical education and wellbeing. They will also be very multi-sensory. The aim of each task is for the child and parent to enjoy learning together.

