



**Courtney Primary School**  
**Nurture, Inspire, Flourish.**

# Home Learning Policy



**Courtney Primary School**

**Date Reviewed:** January 2020

**Reviewed By:** Gareth Thomas

**Ratified By:** Deborah Wood

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### **What is the purpose of home learning at Courtney Primary?**

- To consolidate, reinforce and embed mathematics learning; key number facts (fluency); written methods; and other maths concepts e.g. time.
- To consolidate, reinforce and embed key spellings.
- To provide opportunities for parents and children to learn together.
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.

### **What is the role of the teacher?**

- To plan and set a weekly programme of home learning that is appropriate to the needs of the child.
- To ensure all children understand the home learning they have been given. If appropriate or necessary, giving a worked method as an example.
- To acknowledge home learning and read parent/carer feedback.
- To be available to talk to parents/carers and children about home learning.
- To inform parents/carers if there is a problem regarding home learning.
- To provide an exercise book for the child to complete their home learning in.
- To set appropriate multiplication facts for Times Tables Rockstars for each child.
- To monitor completion of home learning and support any child who regularly misses hand-ins.

### **What is the role of the parent /carer?**

- To support their child/ren in completing home learning.
- To ensure their child/ren completes home learning to a high standard and hands it in on time.
- To provide feedback to the teacher about how their child/ren completed the home learning e.g. too hard, needed an additional worked method, completed the tasks with ease.
- To provide the appropriate resources for the child to complete the home learning.
- To provide opportunity, where possible, to allow their child to access Times Tables Rockstars.

### **What is the role of the child?**

- To ensure they have everything they need to complete home learning each week.
- To make sure they understand the tasks that have been set.
- To take pride in their home learning.
- To hand the home learning in on time.
- To take on board any feedback about home learning.

### **Home learning across the school is given out every Friday and collected through the week.**

As the children progress through the school the type of home learning they receive will alter and the quantity will increase.

#### **Reception:**

The children are expected to read with an adult at least 5x a week. To start with, this may simply be sharing books or the adult doing the reading with the child answering questions. There is a Reading Record for adults to fill in. Every day your child reads counts towards our reading reward scheme – Reading 25s.

The children will have the sounds they have learned in school to practise at home. They will also have 'tricky' words to practise.

There will usually be one other piece of home learning which will normally be an English, Mathematics or topic-based task to try with your child.

### **Years 1 and 2:**

The home learning will consist of four main parts: message to parents from the teacher; mathematics task/s; spelling task; and a reading/Sparkling Start reminder.

The children are expected to read with an adult at least 5x a week. There is a Reading Record for adults to fill in. Every day your child reads counts towards our reading reward scheme – Reading 25s. Certificates are given out in multiples of 25.

The children will be given spellings or spelling patterns to learn. Key number facts (fluency) will be provided for children to learn.

### **Years 3 to 6:**

The home learning will consist of four main parts: message to parents from the teacher; mathematics task/s; spelling task; and a reading/Sparkling Start reminder.

The children are expected to read with an adult at least 5x a week. There is a Reading Record for adults to fill in. Every day your child reads counts towards our reading reward scheme – Reading 25s. Certificates are given out in multiples of 25. As each child becomes increasingly fluent and reading more complex books, the emphasis may change to asking questions sometimes and hearing the reading aloud less often.

The children will be given spellings or spelling patterns to learn.

Key number facts (fluency), calculation methods and other maths concepts will be provided for children to learn, practise and consolidate.

### **Am I expected to complete home learning with my child during holiday time?**

We appreciate that modern life is very hectic for families and have made sure that our Home Learning Policy allows quality 'together time' and does not add pressure especially for those going away.

As such, at Courtney, we provide **Sparkling Stars** as optional home learning during the school holidays but encourage children to contribute to their class' **Sparkling Starts** display by the end of the first week back. **Sparkling Starts** are designed to spark curiosity, capture interest and develop skills of being more active learners and taking greater ownership of their learning.

A few days before the end of each term, the teachers will put up their topic question for the following term and ask the children to find a way to contribute to it. This may be a story, a piece of research, information from a visit somewhere, a photograph or a drawing. Some examples for a recent Romans topic included a model of underfloor heating, a toga, a photograph of a visit to the Roman Baths and a clay model of a lamp.

Each class' topic question will be added to the class pages on the school website every term.

### **Times Tables Rockstars & Numbots**

The school subscribes to two online, or app-based, games: Times Table Rockstars (TTRS) and Numbots. Each of the programmes provides a platform to rehearse and overlearn basic number facts at an appropriate developmental level.

Our whole-school expectation is that children have opportunity to access TTRS or Numbots at least three times a week. Each child has their personal log-on details stuck in their Reading Record.

Every so often, **Battle of the Bands** shall be called. Three 'battles' will commence with each House pitched against another.

### **Other frequently asked question**

#### ***Will the work be marked?***

Teachers will always respond to home learning and will keep a record of children who completed tasks. However, the marking won't be as in depth as work in school in order to maximise the impact of teachers' time which is greater when planning and giving feedback to daily core lessons. The marking should convey to the children that their efforts are appreciated.

#### ***Do I need to write anything?***

Adults are encouraged to indicate in their child's book, if the work was too easy, a struggle etc. Please use this as an opportunity to praise your child for their resilience, presentation or quality of work.

### ***Is homework compulsory?***

The government guidelines for schools say children should be doing homework from the day they start primary school. Here at Courtney, we use these guidelines to set our own school policy.

Our policy is built on our belief that:

- a child who misses completing their home learning is put at a severe disadvantage in terms of their progress.
- a child who reinforces their key skills at home is more confident in class and therefore happier.
- getting into good home learning habits, starting small, will stand them in good stead for later in life.

Whilst parents/carers are not required by law to make their children complete homework in primary school teachers are empowered to set homework that is reasonable in terms of volume and difficulty and impose agreed sanctions on pupils who fail to do so.

At Courtney, any child who has not completed their homework will be expected to complete it in their own time, usually at dinnertime so that there is still chance to eat and get some fresh air and a run round.

From time to time there may be exceptional circumstances when unexpected or unusual home circumstances make it difficult to complete homework. Please do contact your child's teacher if this is the case and temporary adjustments can be made.

We do appreciate that completing homework is difficult for some families. If you are having any problems either getting your child to cooperate or finding a suitable space, do let the teacher know so that you can work together to find a solution.

## **Appendix – Home Reading Expectations**

### **Recognising frequent home reading**

At Courtney, we value reading and strive for every child to flourish. To recognise reading at home, there is a home reading reward scheme which is consistent across every year group (EYFS to Y6). Each day your child reads at home counts towards a certificate. When a child has read on 25 days, they are awarded their first certificate in assembly. The certificates continue in multiples of 25.

### **Promoting home reading**

We recognise and value the additional activities the children in our school have access to: football and rugby training; swimming; ice-skating; horse riding; and various martial arts. However, we would expect them to read every day outside of school. Teachers record the number of home reads weekly.

Thank you for supporting us with hearing your child read. To support you at home we are introducing consistent, clear consequences.



If the number of home reads falls **below three reads** in a week, the following steps will be taken to ensure your child has opportunity to read:

- **First week** below three home reads: a reminder message (sticker) in your child's reading record.
- Second **consecutive** week below three home reads: conversation with your child's class teacher.
- Third **consecutive** week below three home reads: phone call from Mr Thomas/Mrs Wood.

## School Support

### Family Link – Mrs Sue Matthews

Email: [flw@courtneypps.org.uk](mailto:flw@courtneypps.org.uk)

If you are requiring support in ensuring your child reads at home, Mrs Matthews is always more than willing to meet with you and your child to support this.

### Out of School Club (OoSC)

If your child attends OoSC, the team are more than willing to support with reading and/home learning. There is a home learning corner set up every evening at club. Please speak to your child's class teacher or one of the OoSC team for more information.



### Changing books

In EYFS, children change their books after reading with the Reading Assistant, Mrs Foxhall. In KS1, adults (teacher, teaching assistant and reading assistant) will support your child in selecting new books when they have read them. Children are heard to read by the teacher and teaching assistant and when it is appropriate, they will move up through the reading scheme. We welcome any parents to come and discuss their child's reading level with teachers. Through KS2, we support children in becoming independent with their book changing. As children move to become 'free readers', after the reading scheme, we will initially support them with their book choices.

### NEW: Use of the library

One of the most significant strengths of our school is our bright, enticing and well-stocked library. The children have regular access to the library and can choose fiction or non-fiction books to take home in addition to their reading scheme book. On Thursday 21<sup>st</sup> November, we are going to open the doors of the library to families from 3:15 to 4:00. This will then be a weekly occurrence – **every Thursday 3:15-4:00**. This will be an excellent opportunity to browse the library with your child and to support their reading. A member of staff will be available to talk to at this opportunity.

### Volunteer parent/grandparent/other family member readers

To support the excellent work of our teachers, teaching assistants and reading assistants, if you, or anyone you know, has spare time to come and hear our children read, we would deeply value their time. Contact the school office if you are interested.



**Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued.**

Clark and Rumbold, 2006