

Blessed Sacrament Catholic Primary School



Home Learning Policy 2023/2024

“Aim high – live life to the full”

Written By	SLT and LMT
Ratified by Governors	N/A
Date for review	September 2024
Signed Headteacher	Mr C Davey

Blessed Sacrament Catholic Primary School Home Learning Policy 2023/2024

Aims

- To ensure a totally consistent approach to reading at home and other home learning support throughout the school, especially between classes in the same year group.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for home learning.
- To encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To provide opportunities for parents, children and the school to work together in partnership in relation to supporting children's learning.

Nature of Homework

- It should be noted that homework can be set in many different forms with different expectations and outcomes per year group.
- When setting home learning there are a number of points to consider:
 1. The nature and type of home learning changes throughout a pupil's school journey.
 2. Home learning should not cause undue stress on the pupil, family or the teacher.
 3. Home learning is to be set **weekly** from Little Buds to Year 6, including The Treehouse.
- As children get older, home learning provides an opportunity for them to develop the skill and disposition of independent learning. It is important that parents support their children, but good habits of independent reading and learning at home should be encouraged.

Recommended Time Allocation

Our school expectations for reading and home learning should never be too onerous nor should it ever create stress within the pupil's family. The purpose is to help children improve their reading competency, comprehension skills, phonic sounds, spellings, number bonds and multiplication facts – all of their **basic skills** that they need to use well across our whole school curriculum!

If parents have any concerns they should not hesitate to contact the school.

Home learning will be set weekly to allow adequate time for the completion of tasks, except where **daily practice** is to be encouraged (reading).

In Early Years, home learning will be still set on a Friday but can be returned over the course of the next week up to Thursday.

Homework Tasks

Listed below are types of and frequency of activities that will be given as homework. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. This could include a whole class project at some point of the year, linked to current learning.

The Treehouse

Weekly homework will vary between pupils to ensure it is appropriate and achievable for the individual.

- Homework may include:
- reading a book
- phonics
- maths activities
- topic based activities
- suggestions for practical activities to complete in the home alongside their family or out and about in the community

*** But if parents feel that homework is too overwhelming for their child, there is no pressure for it to be completed. It is an option to further embed learning that is happening in The Treehouse.*

Phase 1 (Little Buds, Nursery and Reception): What must be set.....

Little Buds

- Seasonal tasks at home with families to then bring in or share on Tapestry
- Nursery rhymes to learn and sing at home that link to current learning
- Independence tasks to be shared by staff to complete at home

Nursery

- Independence tasks to be shared by staff to complete at home
- Weekly 'topical' homework challenge on Tapestry, including writing, maths, EAD and Understanding the World
- Picture books sent home weekly and monitored via reading records
- Number of the week and letter of the week tasks
- After October half term – 'letter of the week'

Reception

- Weekly 'topical' homework challenge on Tapestry, including writing, maths, EAD and Understanding the World
- Two reading scheme books per week. There must be an adult signature for each day / evening the child has been heard read. There is an expectation to read daily at home.
- Key words / Red words
- Phonics sheets are sent when appropriate to do so
- Reinforcing their RE learning through conversations with family at home

Phase 2 (Y1, Y2 and Y3): What must be set.....

Year 1

- Two reading scheme books per week. There must be an adult signature for each day / evening the child has been heard read. There is an expectation to read daily at home.
- Key words in the front of the home school record
- Phonic sounds in the middle of the home school record
- Spelling test on a Friday
- Number bonds
- Reinforcing their RE learning through conversations with family at home

Year 2

- Two reading scheme books per week. There must be an adult signature for each day / evening the child has been heard read. There is an expectation to read daily at home.
- Key words in the front of the home school record
- Spelling test on a Friday
- Number bonds or multiplication facts
- Reinforcing their RE learning through conversations with family at home

Year 3

- Reading books checked and changed every Friday. There must be an adult signature for each day / evening the child has been heard read. There is an expectation to read daily at home.
- Spellings, given on a Friday and tested the following Friday
- Number bonds and multiplication facts (tested weekly)
- Reinforcing their RE learning through conversations with family at home

Phase 3 (Y4, Y5 and Y6): What must be set.....

Year 4

- Reading books checked and changed every Friday. There must be an adult signature for each day / evening the child has been heard read. There is an expectation to read daily at home.
- Spellings, given on a Friday and tested the following Friday
- Multiplication facts (tested weekly)
- Reinforcing their RE learning through conversations with family at home

Year 5

- Reading books checked and changed every Friday. There must be an adult signature for each day / evening the child has been heard read. There is an expectation to read daily at home.
- Spellings, given on a Friday and tested the following Friday
- Multiplication facts (tested weekly)
- Arithmetic practice (tested weekly)
- Reinforcing their RE learning through conversations with family at home

Year 6

- Reading books checked and changed every Friday. There must be an adult signature for each day / evening the child has been heard read. There is an expectation to read daily at home.
- Spellings, given on a Friday and tested the following Friday
- Multiplication facts (tested weekly)
- Arithmetic practice (tested weekly)
- SATS revision books (from autumn 2 onwards)
- Reinforcing their RE learning through conversations with family at home

Role of the Teacher

- To ensure that the expected reading and home learning for their class, in line with their other year group colleagues, is shared consistently per week.
- To ensure any home learning is purposeful in reinforcing basic skills.
- To be available to talk to parents and children about homework.
- To follow the school system for organising and recording homework.

Role of Parent/Carer

- To support the school by ensuring that their child reads consistently at home and does their home learning.
- To provide a suitable place and time for their child to carry out their homework.
- To use Tapestry, Class Dojo or a home school contact book (reading record book) as a way of communicating with teachers regarding any work given.
- At Blessed Sacrament Catholic Primary School we are very keen for parents to support and help their children with reading and home learning. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do unaided. It is particularly important, as they get older, for children to become increasingly independent in their reading and learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

General

- If children are absent due to illness we will not send homework home. We would assume that the child was too ill to work.
- If a child is absent for a length of time (broken leg) the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. In such circumstances the teacher should consult the Headteacher first.

- Parents/Carers who have queries or concerns about homework should not hesitate to make an appointment to see their child's class teacher.

Special Educational Needs

- Children with special educational needs must still be set appropriate tasks for home learning per week. Some children may benefit from separate tasks from the rest of the group/class. The class teacher will ensure that all homework tasks meet the needs of pupils with special educational needs and that communication with parents of SEND children is clear regarding expectations.
- Teachers will take account of the pupil's difficulties when setting home learning by, for example, concentrating on content. This is particularly relevant if children have a diagnosis of Dyslexia. They will consult with parents and set home learning which can be completed by the pupil within a reasonable period of time.

Children who have not been heard read by Thursday's:

- Staff must expect that children will be heard to read weekly. We would hope that parents/carers engage with the school in making sure that their children complete home learning and are heard to read (each evening if possible). But if not.....
- All children are heard read weekly by school staff and Pupil Premium children are heard twice a week.
- If, over time, it is clear that a child is not heard read by anyone at home, the teacher will make an appointment with the parent / carer / guardian in support of initiating a positive change.