



# St John the Baptist Church of England Primary School Home Learning Policy

Reviewed January 2023  
Next review January 2026

## **Rationale**

Homework works best when it is a targeted, well-designed strategy to support learning and understanding through enabling children to recall and practise skills and knowledge taught in the classroom (EEF Toolkit 2019 and Visible Learning for Teachers 2012). The quality of the task set is more important than the quantity of work produced by the child, therefore work is set carefully by staff to ensure that it reinforces or extends the learning taking place within the classroom.

Learning beyond the school, with or without the support of parents, enables children to manage their time effectively, develop resilience and take responsibility for their learning – skills which will benefit them as they move through education and into the world beyond. The use of online resources not only enables children to rehearse skills taught in school, but it also helps to prepare children for life in the 21st century and develop healthy, safe online use.

## **Guidance**

Home learning should not be a point of contention at home and a child can stop working on their task once they have reached the suggested time limit, but may continue for longer periods if they wish. Each year group will ensure home learning is communicated via the Homework/Reading Diary.

All homework set will be acknowledged in some way. This could be by the teacher, LSAs, parents, peer assessment or automated by the computer. Reading diaries are checked by teachers once a week and should be signed weekly by an adult at home. When online learning is set, teachers monitor usage and will contact you to offer time in school to use IT or support with logging in on devices at home if they can see that your child has not been on any of the apps for over a week.

## **Phonics and Reading**

There is a clear link between a child's vocabulary and success at school, to support the acquisition of a broad vocabulary we encourage all pupils from Reception to Year 6 to read daily.

We want children to love reading, and in order to do so, children must be provided with the opportunity to develop the skills needed to access the written word. This is best achieved when reading is part of a child's daily routine - either through reading themselves or being read to. As children start to learn phonics, practising flashcards and phonics games are a good place to start as children gradually build up to longer texts as their confidence grows. Reading should include anything the child is enthusiastic about, whether this is a school book, a newspaper, an online article, an instruction manual etc. Please record any reading in your child's reading diary, which should be brought to school on a daily basis.

We would recommend the adult holds the following sorts of discussions post reading:

- Can you summarise the text so far?
- Why do you think that the author chose that word?
- What effect does this sentence have on the reader?
- Does this remind you of any other books you have read?

Children bring home a reading book which is matched to their prior learning in phonics so that they can consolidate the taught graphemes and practise their blending skills to read. Children have a Bug Club account with matched books available there too and these are updated half termly. In addition, children bring home a library book or two of their choice, for them to enjoy either independently or with adult support at home, to encourage their love of reading.

## **Talk**

As vocabulary has such a strong positive impact, we encourage parents to spend some time talking with their children each day. For example:

- Tell me about the most interesting thing you have learnt today.
- How could you have improved your learning today?
- What did you enjoy most about today's learning?
- What do you predict you are going to be learning about next?

## **Spelling, Punctuation and Grammar**

Children in Reception will practise recognising and writing words containing phonemes that they have been taught, along with learning common exception words. Class teachers in Years 1-6 will provide children with spelling lists to be practised at home. These spellings will be linked to the Letters and Sounds spelling programme, the curriculum spelling requirements for each year group or key topic words relating to the curriculum. Although these will not always be tested in a formal spelling test, teachers will be expecting to see evidence of the spelling rule that has been learned in your child's independent writing.

Children will have access to the Grammar sections of Bug Club as they move to key stage 2. Tasks will be set regularly to extend and develop the learning from the classroom.

## Maths

Times Table Rock Stars is a fun way for children to practise their tables (a key foundation for success in the subject), and is available to all children in key stage 2, and to children in Year 2 from January onwards. Younger children can access NumBots. There is also a wide variety of other games and tasks available on MyMaths, which children are free to access whenever they wish. The following tables show the areas of mental maths that would be most beneficial to practise at home. Children in KS2 also have times tables practise books for home use.

	<b>Counting</b>
<b>Reception</b>	Practise counting from 1 to 20 and back again Practise accurately counting amounts of things - <i>e.g. count out a number of raisins, pennies</i> Practise recognising numbers from 1 to 20 - <i>e.g. door numbers, car numberplates</i> Practise writing numbers from 1 to 20.
	<b>Number Bonds</b>
<b>Year 1</b>	Practise number bonds to 10. (Example: $3 + ? = 10$ , $10 - 3 = ?$ ) Practise number bonds to 20. (Example: $? + 12 = 20$ , $20 - 10 = ?$ ) Recognise coins and notes (e.g. sort the coins in your change jar)

	<b>Times Tables</b>
<b>Year 1</b>	Count in multiples of 2, 5 and 10. Recall and use all doubles to 10 and corresponding halves e.g half of eight is ?, double seven is?
<b>Year 2</b>	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. Recognising even numbers are multiples of 2 and odd ones are not
<b>Year 3</b>	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
<b>Year 4</b>	Recall and use multiplication and division facts for multiplication tables up to $12 \times 12$ .
<b>Year 5</b>	Revision of all times tables and division facts up to $12 \times 12$ .
<b>Year 6</b>	Be able to recall complements to 100. e.g. $41 + ? = 100$

## Summary of Expectations for Home Learning

	Daily	Weekly/Fortnightly	Occasional
<b>Year R</b>	10 minutes a day in total on reading, flashcards, segmenting and blending two and three letter words, 1:1 counting groups of objects, and recognition of numbers to 20 in different contexts. Different tasks can be worked on at home on different days. This includes Bug Club reading books online.		Throughout the year, usually over a half term and not usually more than once per term, children will be set extended projects that enable them to demonstrate REACH skills. Often these are whole school projects, linked to the wider curriculum e.g. Black History Month, Remembrance display, Fairtrade Fortnight, Olympics and Paralympics, REACH week.  Teachers will share with children and parents at the start of a new topic suggestions for additional homework projects that can be completed at home. Any of these that are undertaken will be celebrated, e.g. shared with whole class or class teacher.
<b>Year 1/2</b>	10 minutes a day on spelling, reading and times tables and/or number bonds. This includes Bug Club books set half termly which children should access at least once a week for at least 10 minutes.	Year 1: MyMaths has lots of number bond games which are set half termly and Year 1 children should access My Maths at least once a week for at least 10 minutes.  Year 2: MyMaths tasks set fortnightly on Fridays. Rockstar times-tables online learning is available as a way of practising times table facts from January of Year 2 onwards	
<b>Year 3/4</b>	15 minutes a day on spelling, reading and times tables (children will be given times table booklets which they can work through to support their learning).	My Maths tasks are set fortnightly as maths home learning – they should take 15 -30 minutes.  Bug Club books set half termly which children should access at least once a week for 15 minutes  Bug Club Grammar, Punctuation and Spelling games are allocated half termly and children should spend 15-20 minutes on these games once a week	
<b>Year 5/6</b>	20 minutes a day on spelling, reading, times tables (children will be given times table booklets which they can work through to support their learning).	The children will be set weekly tasks that consist of elements from their Maths, English, Grammar and Topic curriculum. Alongside this, the children will be expected to fill out their Reading Diaries every week, ready to hand in on a Friday	