

Bathwick St. Mary Church School

'Achieving excellence through the pursuit of good'



Home Learning Policy

Document Control			
Policy name:	Home Learning Policy		
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Prepared by:	Headteacher and Staff		
Reviewed by:	Standards and Curriculum Committee	Date:	January 2022
Document version:	1.4: (September 2022): <ul style="list-style-type: none">Daily reading clarificationOther resources included (Spelling Frame etc.) 1.3: (January 2022) <ul style="list-style-type: none">Link to Remote Education ProcedureCarers references included 1.2: (December 2019) Inclusion of Vision, Values and Ethos. Inclusion of Times Tables. Removal of individual year group expectations. 1.1: (September 2018) <ul style="list-style-type: none">School name and logo changeMinor formatting and spellingRemoval of reference to 'VLE' 1.0: Original Document (September 2017)		

Our School Policies should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Mission and Christian Values (**Love**, **Joyfulness**, **Respect**, **Forgiveness**, **Perseverance**, **Fairness**) as a Church School, with a particular focus on the promotion of equality.

Home Learning can be influential in pupils' learning through supporting and extending the school curriculum. From the early years onwards, the work that children do at home complements and reinforces knowledge gained and skills taught in school. Home Learning can provide a wider understanding of aspects of learning by encouraging dialogue between Home and School, and further developing the Home/School partnership. We pay particular attention to the needs of Looked After Children and to any children who may lack particular resources or support at home.

Aims

- To reinforce home and school links, providing opportunities to share with parents and carers strategies taught in school
- To reinforce and practice particular taught skills
- To ensure completion of set tasks
- To develop personal study skills (in preparation for further education / future study)
- To provide an opportunity for personal research

Guidelines

- In the event of a local or national lockdown due to Covid-19 or other event which impacts individuals, groups, classes etc. being taught remotely, this policy will be temporarily superseded by the [Remote Learning Procedure](#).

- Reading forms part of expected daily homework for all year groups from Reception to Year 6, in line with the Read, Write, Inc. scheme. Parents and carers in the infants will be informed about reading texts and when children will start reading as part of home learning.
- Where necessary, a worked example will be given so parents and carers are able to effectively support their child
- Parents and carers will be informed if children do not complete home learning regularly.
- Children are encouraged to take responsibility for the completion of home learning with support and guidance from parents and carers where necessary
- Written home learning that is set each week is monitored and may be initialled by the teacher. It is sometimes discussed with the children but will not be marked in detail. Where projects are set covering longer timescales, these are either assessed with written comments and/or assessed whilst being presented to the class.
- All homework is discussed / shared / celebrated and feedback is given either collectively or on a one to one basis in class
- Each class teacher will share and discuss with their class the rewards for completing homework
- Home learning should be returned by an agreed deadline. Children should refer to the timetable sent out at the beginning of the year to all parents and carers. Class teachers need to ensure parents and carers are aware of the timetable and any deadlines.

Year group specifics

Year R and Year 1	<ul style="list-style-type: none"> • Reading forms part of expected daily homework for all year groups • Children will have a phonics folder with phonics home learning practice sheet and phonetically decodable books. • On occasions, children will be asked to research topic-based information for home-learning projects to bring in to school or upload to Tapestry by a given date.
Year 2	<ul style="list-style-type: none"> • Reading forms part of expected daily homework for all year groups • Children will have a phonics folder with phonics home learning practice sheet and phonetically decodable books. • On occasions, children will be asked to research topic-based information for home-learning projects to bring in to school or upload to Tapestry by a given date. • From Year 2 onwards all children are given spellings to learn each week based on Spelling Frame and other resources • Children are encouraged to learn and practise times tables and associated division facts which are relevant to their age and stage of development. • Children are expected to know all times tables (up to and including 12 x 12) by the end of Y4. Year 2 are introduced to Times Tables Rock Stars from the Summer Term.
Year 3 and Year 4	<ul style="list-style-type: none"> • Reading forms part of expected daily homework for all year groups • Children are expected to know all times tables (up to and including 12 x 12) by the end of Y4. Children use Times Tables Rock Stars and other resources to support the learning of times tables. • All children are given spellings to learn each week based on Spelling Frame and other resources • On occasions, children will be asked to research topic-based information for home-learning projects to bring in to school or upload to Tapestry by a given date.
Year 5 and Year 6	<ul style="list-style-type: none"> • Reading forms part of expected daily homework for all year groups • Children are expected to know all times tables (up to and including 12 x 12) by the end of Y4. Children use Times Tables Rock Stars and other resources to support the learning of times tables. • All children are given spellings to learn each week based on Spelling Frame and other resources

	<ul style="list-style-type: none">• Children in Year 5 and 6 will receive weekly home learning, which reinforces concepts taught, or provides practice in basic skills. This will be a mixture of paper based and online using the Tapestry platform.• In years 5 and 6, home-learning projects are set alongside discrete weekly tasks and may be open-ended, cross-curricular, and/or personalised.
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