



Home-Learning Policy

Phoenix Community Primary School

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Rationale

At Phoenix we aim to develop an effective partnership between home and school and encourage pupils to link and extend their learning between the two.

Following regular parental consultation it is apparent that, whilst there is broad support for the principle of home-learning, there is wide variation in opinion of its scope and time allocation.

Aims

- To enable pupils to make maximum progress in their academic and social development.
- To help pupils develop the skills of an independent learner, self-discipline and personal organisation.
- To promote a partnership between home and school in supporting each child's learning.
- To consolidate and reinforce learning done in school and allow children to practise skills taught in lessons.
- To enable all aspects of the curriculum to be covered in appropriate depth.
- To help children develop good work habits for the future; in particular preparing them for secondary school.

The Role of the Teacher:

- To explain the home-learning system and expectations during the class orientation meeting at the beginning of the academic year.
- To make the task clear to children and, as far as possible, match to their abilities.
- To ensure time scales for completion are made clear.
- To be available to talk to children and parents about home-learning.
- To mark and give feedback about home-learning.
- To recognise and celebrate regular completion of home-learning of a high standard.
- To inform parents if there is a problem regarding home-learning.
- To discuss home-learning completion during parent consultations, including if there is a problem with completion
- To inform parents / carers of topics for the term through class newsletters

How Much Homework is Expected?

The foundations of effective home-learning are established from Year R and developed progressively across the year groups. In Reception and Key Stage 1, it is important that parents/carers work alongside the child giving them support and encouragement. Therefore the amount of time spent on home-learning will depend on the amount of time your child needs to complete the work. As children get older, home-learning in Key Stage 2 provides an opportunity for children to develop the skill of independent learning. It is important that parents / carers support their child, but good habits of independent study should be encouraged.

Foundation Stage	Guidance: 15 mins daily	Reading (daily) Phonics Family Learning Tasks
Year 1 and 2	Guidance: 20 mins daily	Reading (daily) Spellings Maths Basic Skills Family Learning Tasks
Year 3 and 4	Guidance:	Reading

	20 – 30 mins daily	Spellings English Basic Skills Maths Basic Skills Family Learning Tasks
Year 5 and 6	Guidance: 30 mins daily	Reading Spellings English Basic Skills Maths Basic Skills Family Learning Tasks

The Role of the Parent/Carer

- To take an interest in your child's work and offer positive encouragement
- To support your child in completing home-learning
- To help your child build up general knowledge through talking
- To ensure your child completes home-learning to a high standard and hand it in on time
- To provide the appropriate conditions and resources for your child to complete the home-learning
- To inform the class teacher through a note if there is a genuine reason your child has been unable to complete their home-learning

How Can Parents/Carers Offer Further Support?

There are many ways you can help. You could test what had to be learned; listen to your child read what they have written; check presentation for neatness and accuracy or direct your child to a suitable reference resource. If your child is genuinely stuck, then try to provide some guidance, sufficient to overcome the problem, rather than to give the direct answer.

School will support home-learning with a wide range of resources including our digital learning app 'Seesaw', Spelling Shed, MyOn reading, Purple Mash and Doodle Maths.


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 they have been set
- To put in the same level of effort as would be expected of class work
- To hand the home-learning in on time
- To take on board any feedback about home-learning

Home-Learning in Reception

Learning together is the emphasis for children in Reception. It is an ideal time to lay the foundations for continuing work at home and will be enhanced by exploring a range of activities together. The following are excellent activities:

- Board games to encourage sharing, taking turns and the development of general language and social skills.
- Art and craft activities.
- Helping with everyday activities e.g. visits to the shops, baking (simple weighing), looking at environmental print such as signs.
- Imaginative play including dressing up.
- Oral games e.g. I spy.



In addition, the following home-learning will support development and progress in Reception:

Reading including Phonics

There are 44 sounds with corresponding letters that are taught systematically to ensure children can quickly learn to read words. Your child's phonic and reading skills are strengthened by strong home links to support work at school.

We teach phonics through a programme called 'Phoenix Phonics' which uses resources from Read Write Inc to aid development. Your child will have a plastic folder with two books, a help card, a lolly stick and a purple reading record to keep in their book bag. Home reading book 1 helps revise simple speed sounds with short pieces of text. These should be practised until they can be read without blending e.g. cat instead of c-a-t. Home reading book 2 will be an unfamiliar text which they may need support with. Talk about the story and characters, making predictions and using clues to decipher new words.

Children will also visit the school library weekly, and children can choose a book to take home for the week to share and enjoy.

Letter formation

Giving children the opportunity to practise forming letters and also developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively, so they don't fall into bad habits. Alphabet mats showing the letter formation of the school's cursive script will be given during home visits.

Family Learning Tasks

Family Learning tasks will cover a range of curriculum areas and give you the opportunity to enjoy sharing and supporting your child's learning. Most of these will be available on our digital learning app 'Seesaw' and parents will be supported to access, view and post home-learning.

Home-Learning in Key Stage 1

For children in Key Stage 1, we encourage parents to work together with their child to support them with their homework through Family Learning Tasks. The emphasis is on English, mathematics and other curriculum areas linked to topics. In addition, the following homework will support development and progress in Key Stage 1:

Reading

Practising their phonics and reading on a regular basis is vital when children are in year 1 and 2. Simply put, most children who read more do better at school in all subjects. Children may bring their library book home and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words i.e., using their phonics knowledge to sound words out, blend and read an unknown word. Just as important is discussing the book to check that your child has understood what they have read and can answer questions on it.



Spellings

Spelling at Phoenix is taught in daily 10-15 minute child-led sessions we call 'Word Study'. In line with our school's ethos surrounding metacognition and enquiry-based learning, these Word Study lessons put children firmly into the driving seat of their learning of spelling. Every pupil at Phoenix has an account for 'Spelling Shed'. This is an online platform which children can access both in school and at home to embed their in-class learning.

Spelling words for each year group have been carefully and meticulously scrutinised and grouped according to their graphemes (letter combinations) following a phonics style which will build on children's earlier success in our phonics scheme, and organised to progress in difficulty as the child moves through the school. Spellings are tested once a week in class by the class teacher or Teaching Assistant.

You can support your child by helping them to read, write and spell these words at home. You are asked to help your child learn these, by practising them regularly and often.

English & Maths Basic Skills

Children will be given home-learning to practise the basic elements of English – grammar and punctuation. Children will be given home-learning to develop important mathematics skills such as their number bonds and basic addition, subtraction and times tables. Children can be supported through use of our online maths platform 'Doodle Maths'.

Family Learning Tasks

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Home-Learning in Key Stage 2

As children get older, home-learning provides an opportunity for them to develop the skill of independent learning. It is important that parents / carers support their child, but good habits of independent study should be developed during Key Stage 2 to ensure that they are ready for the demands of secondary school homework. The main focus for homework in Key Stage 2 continues to be English and Mathematics, as well as varied tasks in other areas of the curriculum.

Reading

Children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the text, which sometimes will go beyond the literal meaning. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction.



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English & Maths Basic Skills

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What Happens if my Child is Absent from School?

If children are off school because they are sick, then we would not send work home because we would make the assumption that they are not well enough to work.

If a child is on holiday we would similarly not send work for the pupil to complete as holiday is 'unauthorised' in all but a tiny minority of exceptional circumstances and the expectation is for full attendance.

Should there be exceptional circumstances, such as an extended stay in hospital, special arrangements would be made in discussion with parents.