

COIT PRIMARY SCHOOL



**Home
Learning
Policy
2017-2018**

Home Learning Policy

Rationale

We believe that primary school children need time outside school to pursue their own interests, play and rest. Being pressurised by excessive amounts of work each night and each weekend, which they may see as a stressful chore, is of little benefit. At the same time, we wish to use every opportunity to extend their development, skills and knowledge and it is our belief that small amounts of home learning can be an invaluable if a modest addition to this learning process, provided it is underpinned by a number of important principles.

Setting learning challenges to be completed at home should:

- give the opportunity for additional practice/reinforcement in reading, writing, numeracy and other vital skills such as the ability to research information
- be used to extend children's interests
- be an additional tool to challenge and develop children's thinking and to help them achieve more of their potential, whatever their ability
- promote learning as an enjoying and fulfilling activity, wherever it takes place.
- ensure that primary school leavers at Year 6 have had *some* experience of completing extended pieces of work at home and so will be better prepared for the challenges of secondary school education.
- involve the parents in the learning process and promotes a circle of collaboration between teacher, parent and child. This is critical to success.

Reception and Key Stage 1

For children in Key Stage 1 short activities of different kinds – simple games, learning spellings and number facts and, of course, reading together – provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

Key Stage 2

As children get older, home learning provides an opportunity to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually develop the habit of regularly devoting periods of time to study on their own. However parental supervision is appreciated to supervise and monitor the completion of home learning tasks

Types of Home Learning

The main focus of home learning at Coit is on English and Maths. Science and other project based home learning tasks are added when the teacher feels it appropriate. .

Home Learning will be given to engage children in using a variety of learning styles. These may include:

Games	Spellings
Vocabulary lists and glossaries	Learning Number Bonds/Table facts/Division Facts
Practising tables	Using scales e.g. kitchen scales/bathroom scales
Finding out information	Reading in preparation for lessons
Preparing oral presentations	Written assignments
Making 3D models	Collecting artefacts for school
Drawing/Painting	Interviewing parents/grandparents/brothers and sisters
Using specific websites to complete tasks: Phonics Fun, Mathletics	Visiting places connected to topic work
Baking and cooking	Interviewing family members
Art work	Creating music and listening to music

Home Learning Timetables

Children, parents and teachers benefit from a regular pattern of home learning and this information for each year group is set out in the tables at the end of this document.

Each teacher will decide upon the pattern that best meets the needs of the children within the class. This information will be communicated to parents through the class newsletter and the home-school diary.

Home Learning Times

We do not state *specific and fixed* timescales because we recognise that children work at different speeds and that the assignments set may vary from week to week. As a very general guideline, however, an *average* child might expect to receive *in the region* of the following times*:

- Reception - approximately thirty minutes a week
- Year 1 and 2 - approximately one hour per week
- Years 3 and 4 - approximately one hour thirty minutes per week
- Years 5 and 6 - approximately two hours and thirty minutes per week

The role of parents and carers in supporting pupils

Parents and carers should be encouraged to:

- ❑ provide a reasonably peaceful, suitable place in which pupils can do their home learning either alone or together with an adult
- ❑ make it clear to pupils that they value home learning, and support the school in explaining how it can help their learning
- ❑ encourage pupils and praise them when they have completed home learning
- ❑ sign the home-school diary and home learning book to show that the home learning has been checked and is of an acceptable standard

Parents and carers of younger children are encouraged, as far as possible, to become actively involved in joint home learning activities with their children. If you need further support in order to help your child please speak to your child's teacher who will be more than willing to help.

The role of pupils (Coit School Council)

- ❑ Please hand your home learning in on time
- ❑ Please take time to complete your home learning properly
- ❑ Check that your home learning is completed before handing in
- ❑ Ask a parent/carer to check that the home learning has been completed to a high standard

Feedback for pupils, parents or carers and teachers

Teachers will strive to provide appropriate feedback to children following the completion of home learning. The type of feedback will depend upon the home learning set. It may be done through class work, tests, individual comments from the teacher or peer and self assessment.

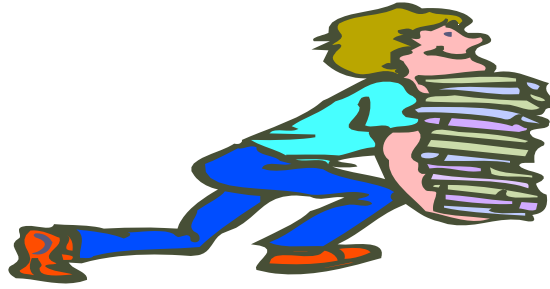
Communicating Home learning to Parents

In Reception, Y1, Y2 and Y3 pupils will bring home a folder containing home learning.

In Y4, Y5 and Y6 pupils will use a home learning book.

In these books/folders children, parents and teachers may record comments on the home learning where appropriate, concerning home learning.

If your child has really struggled with their home learning, then please do let the teacher know. Also, if your child is reluctant to do home learning please inform the teacher.



HOME – SCHOOL READING

Fiction	Non-Fiction
Adventure	Reference Books
Mystery	Directions
Horror	Instruction books
Ghost	Games
Classical	Newspapers
Historical	Diary
Poetry	Explanations
Comedy	Journals
Play	Reports
Science Fiction	Atlases
Thrillers	

We see regular reading at home as critical to children's success. We are happy for school reading books to be taken home, and to provide advice to parents on how to share books with children, or on choice of reading material. All children are encouraged to appreciate books and enjoy reading; **thus parental co-operation is vital in this respect.** The library in Chapeltown stocks a wide range of fiction and non-fiction. Comics, age appropriate magazines, Broadsheets Newspapers, Top Trump cards provide additional sources. The internet also provides many different forms of reading materials.

Reading Cues

When your child is stuck on a word, here are some strategies that they can use to work out the word:

- Look at the pictures
- Skip the word and read to the end of the sentence
- Look at the beginning sounds
- Look for key words in the sentence
- Look for little words in bigger words
- Try reading the word
- Does it make sense in the sentences?
- Does it sound right?
- Go back and reread the sentence

Questions for meaning cues

- Did that make sense?
- You said _____. What does that mean?
- Have you heard a word like that before?
- What would make sense here?
- What is happening in the story? Does this word make sense in the story?

Questions for syntax cues

- Did that sound right?
- Can you say it that way?
- Would it be correct to say _____?
- Can you think of a better word that fits?
- What word would sound right?

Questions for visual cues

- Did that look right?
- Do you know a word that looks like that?
- What do you notice about that word?
- Do you notice something familiar about that word?
- Do you see a part of the word you know?

Questions for self-corrections

- Were you right?
- Why did you stop?
- What did you notice?
- What else could you try?
- What else do you know that could help you?

Questions to ask your child during shared reading sessions

There are broadly 4 types of questions that can be asked and these are literal, evaluative, deductive and inferential.

At Coit Primary, analysis of various comprehension activities have shown that children at KS2 are very good at answering literal questions such as What is the name of the most important character or What happened at the end of the first chapter? They are however much less confident at answering other types of questions such as deductive, evaluative and inferential questions. These types of questions delve deeper into the understanding a child has about the book .They also require pupils to convey their opinions and feeling about a book and the way it has been written.

Deduction

To deduce is to work something out from the clues-to reach a conclusion based on evidence in the text. What kind of evidence?

Picture clues, descriptions, use of vocabulary and characterisation.

Deduction is about gathering facts to reach an objective conclusion.

- How do you know that character x is wicked?
- What do you learn from the passage about.....?
- Find words or phrases which show why character x behaved in the way he did.
- Put characters in order of importance. Explain the order.

Inference

Inference is the ability to have an opinion by considering facts and information you already have. It is a subjective opinion.

Inference involves empathy and prediction.

- Imagine you are character x how are you feeling?
- What do you think is going to happen next? Why?
- Why does character x behave in this way?
- Why is object x important in the story?
- How did the characters help each other?
- How does the character change in the story?
- How was the atmosphere in the first chapter different to the third chapter?

Evaluative Questions

To make an evaluation is to make a judgement. In reading, this is based on information in the text the children have read and on their own opinions. To answer evaluative questions it is necessary to look at the text from the point of view of the writer.

- Did you enjoy the story? Why? Why not?
- Which is your favourite character? Why?
- If it is a horror story/mystery story –were you frightened/gripping the edge of the seat-why?
- If persuasive-does it persuade-how /why?
- Why did the writer write the word BANG the way he did?

Maths Home learning

Teachers will provide parents with copies of the methods used for addition, subtraction, multiplication and division.

Education City and Mathletics is also used for Maths home learning. All children are supplied with a username and password so they can access this website at home and at school.

Maths Termly Target sheets will also be sent home.

Year 5/6 parents will receive regular **Maths help sheets** on specific areas.

Spelling Home learning

Spellings range from topic words, high frequency words and learning spelling rules.

Please support your child with their home learning and reading during the week and with half termly project work

Home learning 2017-2018

Year Group R	Weekly		Half-Termly Project
Home learning	Sent home	To be returned by	Term
Maths	Wednesday	Monday	Autumn 1 Memory boxes
English/Phonics	Wednesday	Monday	Autumn 2 Woodland or animal theme
English/Reading	5 minutes daily please		Spring 1 Holiday memories or a country of interest
			Spring 2 Animals
			Summer 1 Plants and nature
			Summer 2 End of year gap foci

Year Group 1	Weekly		Half-Termly Work
Home learning	Sent home	To be returned by	Term
Maths	Friday	Friday	Autumn 1 • Alphabet
English Spelling and sentences	Friday	Friday	Autumn 2 • Supermarket
Reading/flashcards	Daily 10 minutes please		Spring 1 • People who help us
			Spring 2 • Happiness
			Summer 1 • Rubbish!
			Summer 2 • Mini zoo

Year Group 2	Weekly		Half-Termly Project
Home learning	Sent home	To be returned by	Term
Maths Weekly Booklet or Education City	Wednesday	Monday	Autumn 1 Seaside/Coastal town research
English Reading	Daily reading		Autumn 2 Local area research-likes and dislikes
English Spelling/Phonics Spellings sent home half termly	Wednesday	Monday	Spring 1 Information leaflet-tourist attraction in the UK
Spring 1 and Spring 2 Spellings Maths Reading comprehension	Spellings Maths Reading comprehension		Spring 2 Researching nocturnal animals
Summer 1 and Summer 2 Spellings Home learning to address gaps in Maths GPVS	Spellings Home learning to address gaps in Maths GPVS		Summer 1 Maths Games
			Summer 2 Heroes-who are your heroes? What makes a hero?

Year Group 3	Weekly		Half-Termly Project
Home learning	Sent home	To be returned by	Term
Mathsletics/Maths activity	Friday	Thursday	Autumn 1 Egypt
English Reading	Daily	Daily	Autumn 2 Robots
English Spelling/Phonics Spellings sent home half termly	Friday	Thursday	Spring 1 Pirates
			Spring 2 Greece
			Summer 1 Robots
			Summer 2 Butterflies

Year Group 4	Weekly		Half-Termly Project
Home learning	Sent home	To be returned by	Term
Maths Mathletics	Wednesday	Monday	Autumn 1 Mixture making machine
English Reading	Daily		Autumn 2 Blue Abyss
English Spelling/Phonics Spellings sent home half termly		Tested every Monday	Spring 1 Misty Mountain Sierra
			Spring 2 Flintstones
			Summer 1 Tribal Tales
			Summer 2 I am a warrior

Year Group 5	Weekly		Half-Termly Project
Home learning	Sent home	To be returned by	Term
Maths Maths questions	Friday	Wednesday	Autumn 1 Space
English Reading	Daily		Autumn 2 RE Christmas in other countries
English Grammar Vocabulary Punctuation Spellings	Friday	Wednesday	Spring 1 Earthquakes
			Spring 2 Volcanoes
			Summer 1 Victorians
			Summer 2 Residential Theme

Year Group 6	Weekly		Half-Termly Project
Home learning	Sent home	To be returned by	Term
Maths Mathletics weekly	Friday	Wednesday	Autumn 1
English Reading	Daily		Autumn 2
English Grammar Vocabulary Punctuation Spellings (half termly booklet)	Friday	Wednesday	Spring 1
			Spring 2
			Summer 1
			Summer 2

