

Home Learning Policy

At Ashton Keynes CE Primary School Home Learning is a valuable and important part of children's learning. We want Home Learning to:

- nurture a love of independent learning and encourage creative self-growth;
- be supportive to both parents and pupils;
- contribute positively to parents' and carers' understanding of the school's curriculum and core learning values and aims;
- provide structured opportunities to build upon strengths, follow-up areas of individual interest, and lead to new enquiry;
- to provide challenge and support
- offer a means for parents to contribute, participate in, and support their child's learning.
- encourage and seek to develop both self-discipline and responsibility through both independent and shared learning;
- contribute to the raising of standards and aims to enhance individual achievement.
- Be manageable for pupils, parents and carers.

At our school, the term 'Home Learning' is used in preference to the term 'homework' because, for some, 'homework' can carry negative connotations. In promoting a culture where out-of-school learning is valued, nurtured and encouraged, the emphasis is firmly on 'learning'.

What does 'Home Learning' look like?

At Ashton Keynes C of E Primary, there are several parts to Home Learning. It involves regular reading, practising of number work/maths concepts and also spelling/phonics. In addition, Home Learning can include pupils doing a presentation around an area of interest linked to their school topics. The annual overview for each class lays out what will be taught each year so that parents can support pupils with additional research, reading and learning should they wish to do this. We want home learning to be useful, supportive and manageable.

READING

Reading forms a key part of Home Learning. Emphasis is always placed on children developing positive attitudes towards reading and establishing good reading habits, as well as developing the confidence and skills to manage their home reading. Children are encouraged to read a range of texts: stories, information texts, newspapers, comics, internet stories and articles, etc. Reading



may take the form of independent reading, reading to a family member, or, involve an adult or sibling reading to the child. We understand that it is not always possible to read every day, but it is anticipated that children read at least 4 times a week and ideally daily. Reading record books are issued for children to record their reading. Children are encouraged to record information about texts they read and sometimes write brief responses. Parents may respond/sign for younger children. For early reading and phonics, phonetically matched books are sent home with children to support them learning to read sometimes this is alongside a 'real book' to read for pleasure at home with an adult/sibling or independently.

This might include comments about:

- their favourite part of the book/text;
- why they liked or disliked the book/text, or a book review;
- information about what they have learnt;
- comments about what might happen next – a prediction;
- comments about language features that the children might like to 'magpie'; or
- summary of events.
- Parent may record what pages have been read and any comments about the reading they want the teacher to know.

Regularly, record books will be looked through and guidance given where necessary. We have lots of positive rewards to encourage our pupils to read regularly at home and in school.

NUMBER-BASED HOME LEARNING

Ongoing number work is actively encouraged. The regular practising of times-tables and corresponding division facts, the practising of number bonds to 10, 20,30, etc. are all seen as meaningful and useful activities. The school promotes home use of the AKPS multiplication booklet which incorporates the star challenge and is available on the school website in the home learning area. From KS1, an important part of mathematical Home Learning is the opportunity to practise maths times tables on the Times Table Rockstars website and we purchase a log in for every child to use this at home. This is an online maths learning resource linked to the National Curriculum and funded by the school. Children are issued with an online password and are able to follow the different times tables and their inverses.

As children move up the school, some Maths tasks may also be given to reinforce those in class or to extend learning by continuing tasks at home.

PHONICS & SPELLING

Phonics practice and fans will be sent home in EYFS and KS! To support early reading in school. From Year 2, Key words for each year group are given and words around specific taught spelling strategies may be sent home for reinforcement and often with application into sentences so the context and meaning of the words are understanding, not just learning a word by memory. To reinforce class-based learning, children can practise spellings, and related spelling patterns that are taught in weekly spelling lessons (See the Spelling Policy on the school website under



‘curriculum- English-Writing’). The phonics and spelling progression grids for year groups are on our website under ‘curriculum-English-writing’ These are a useful reference point for parents.

Sometimes when a child is receiving a learning intervention e.g. speech and language or a booster group, additional focussed tasks may be sent home to support at home and help ensure progress is rapid.

Recommended amount of weekly Home Learning time for each class is given below (see figure 1):

Figure 1: Recommended Home Learning per Year Group

Year Group	Recommended Time Allocation	Content
Foundation Stage	Up to 1hr per week (5-10 minutes per day)	Daily Reading, Phonics fan Occasional Short learning activities- either topic related or number via ‘seesaw’
Years 1 & 2	1hr per week	Daily Reading 4-5 times a week Maths (e.g. number bonds) Phonics/Spellings (e.g. spelling group practise) Occasional meaningful themed tasks e.g. a short presentation/ research on their topic
Years 3 & 4	1 ½ hrs per week	Reading 4 times a week Maths (e.g. cracking times tables/ Rockstars, etc.) Spellings and spelling strategies Occasional meaningful themed tasks e.g. a short presentation/ research on their topic
Year 5	1 ¾ hrs per week	Daily Reading and recording in reading diary Maths (e.g. task sheet, times-table Rockstars, or specific focussed maths task/ challenge) Spellings and spelling strategies Occasional meaningful themed tasks e.g. a short presentation/ research on their topic
Year 6	2hrs per week	Daily Reading and recording in reading diary Maths (e.g. task sheet, Rockstars, or specific focussed maths task/ challenge) Occasional meaningful themed tasks e.g. a short presentation/ research on their topic

FURTHER SUPPORT FOR HOME LEARNING

We use online platforms ‘Seesaw in years EYFS and Year 1 and ‘Showbie’ in Years 2-6 for ease of access and to reduce paper. This also supports should remote access be required. There are useful links to a number of online resources on the school website via the curriculum pages English and maths. These can be used to support Home Learning.

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