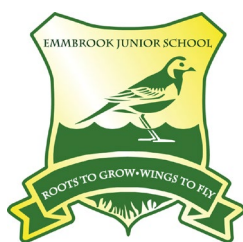


Emmbrook Junior School



Home Learning Policy

Responsibility of: Pupil Outcomes, Parental Communication and Curriculum (POPC) Committee

Date of Policy: September 2020

Date of Review: September 2022

2020 Mission Statement

We provide an inclusive, positive environment in which we nurture and empower our children to develop life-long learning skills. This enables them to grow into reflective, successful, well-rounded individuals in our global community.

We define home learning as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Emmbrook Junior School we have a strong commitment to parental involvement and see home learning as one way of developing this partnership.

Why we give home learning?

- **To inform and involve parents and carers in their child's learning**
- **To further stimulate enthusiasm for learning**
- **To provide an opportunity to practise and reinforce key skills**
- **To encourage good habits of organisation and self-discipline in preparation for secondary school**

Home learning at our school

Whilst we support all of the above key principles, Emmbrook Junior School is not a school at which home learning dominates home and school life. We believe that home learning should be enjoyable and manageable for all concerned. We respect that evenings and weekends are precious for families and can sometimes be very busy. If homework becomes a chore or source of conflict, then it ceases to be a constructive aspect of teaching and learning. Therefore, we have tailored our home-learning expectations accordingly. Should you wish to do additional home-learning with your child, then we have signposted you to some really useful and good quality online resources.

We do not specify amounts of time that must be spent on a task, other than a minimum time to be spent on daily reading, preferring individual children and families to set their own routines. Individual teachers are happy to give advice if need be.

Our Home Learning Expectations:

- **Daily Reading (5 x a week for a minimum of ten minutes)**
- **Regular Times Table or Arithmetic Practice (At least 3 x a week)**
- **Regular spellings practice (At least 3 x a week)**
- **One set of themed Grammar, Punctuation or Spelling questions a week (10-20 mins)**
- **Project Grids (1 grid a term, completed over a half term and includes a range of tasks linked to the Learning Journey)**

Reading

Daily Reading - at least five times a week for a minimum of ten minutes.

- Each child will choose a library book to bring home and a levelled Reading Scheme book.
- They can either read to an adult or independently. (This should ideally be their school book but could be a book from home.)
- Their reading record must be signed and dated by you or your child after each session.
- There are opportunities each week for children to change their books once they have finished their current one. Children are asked to bring their school books into school each day.
- Staff will check reading records once a week and will provide encouragement to children who have not been reading at home.

Multiplication tables and related number facts

Regular Times Table or Arithmetic Practice - at least 3 x a week

- We aim for all children to have mastered their times tables and related division facts up to 12 x 12 by the end of Year 4.
- Quick recall of times tables remains a focus for Years 5 and 6 too as they underpin many areas of Maths and can be used to solve much larger calculations. Once children are secure with their times tables, they should continue to challenge themselves to develop their speed and accuracy and then apply their times table knowledge in other contexts.
- At the start of each academic year, we send parents a list of useful strategies to use to support their children with learning times tables.
- We will test the children in school on their multiplication tables weekly and monitor their progress.
- Every child will be set up on **Times Table Rock Stars**, an online program that provides a fun way of improving children's times table fluency. We actively encourage every child to regularly log on at home to help improve their knowledge and speed of recall. The programme generates a baseline assessment to identify what each child already knows and where they need to improve.

Spelling:

Regular spellings practice – at least 3 x a week

- We do not formally test children on their spellings on a *weekly basis*. (Many school-based research studies have concluded that weekly spelling tests are largely ineffective in developing spelling skills in children. This is because words get taken out of a meaningful context and children who ‘ace’ their spelling tests often find it hard to recall the correct spelling when they want to use the word in their writing.)
- Instead, we focus on strategies for learning words, methods to check and correct spellings and on using learnt spelling patterns correctly within the context of a sentence through dictations and in their independent writing.
- **At the start of each long term**, each child will be sent home with a **personalised list of words** from the National Curriculum’s statutory spelling list for years 3 & 4 and/or years 5 & 6. (The children are expected to be able to spell all of the Year 3 and 4 words by the time they leave Year 4, and all of the Year 5 and 6 words by the time they leave Year 6.)
- The lists are made up of a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the words are common ‘exception words’ which do not follow a set pattern or rule, and some link to the spelling patterns the children learn in their spelling lessons.
- We formally test the children on these statutory lists of words at the start of each term and send home an updated sheet each time.
- **The words that each child currently knows how to spell will be highlighted.**
- **We expect each child to learn five of the un-highlighted words a week.** Once your child has learnt all of the words, they need to **revise** the words they already know and practise using them in **context** in order to commit them into their long-term memory.
- Once children have learnt all of the words, they will be asked to **revise** the words they already know and practise using them in **context** in order to commit them into their long-term memory.
- At the start of each academic year, we send parents a list of useful strategies to use to support their children with learning spellings.
- Some children may be set a more focused home learning programme for spellings based upon their needs.

Grammar, Punctuation and Spelling

One set of themed Grammar, Punctuation or Spelling questions a week (10-20 mins)

- A key school improvement focus is raising standards in writing, particularly due to the impact of school closure for so many months.
- Each child will take home a **CGP KS2 English Grammar, Punctuation and Spelling Targeted Question Book** relevant for their year group.
- **Each week**, the children will be directed to do one set of questions to complete that week and return their book to school the **following week**.
- Each set of questions is themed and will be linked to a key learning point they need to reinforce.
- The questions should take the children between 10-20 minutes to complete.
- The teacher will spend time in class going through any tricky questions and gauging confidence levels and understanding at the end of each week.
- Some children may be sent home something more personalised better suited to their needs.

Project grid homework tasks:

1 grid a term, a half term to complete it.

- Project grids will directly link to the new Learning Journey for the next half term.
- The teachers will suggest a range of tasks to capture children imagination and to help build a broad knowledge base about their new topic which will greatly help them in class.
- Tasks are linked to a range of subject areas including Reading, Writing, Science, DT, Computing, History and Geography.
- The family project grids are an entirely optional source of home-learning however we encourage the children to attempt at least three of the tasks.
- These tasks should be done as independently as possible however we also encourage lots of collaborative discussion, research and planning at home before they embark on the various tasks.
- Further instructions and guidance will be provided by the teacher each time.
- We expect children to maintain the same standards for presentation as we set in school i.e. use their best handwriting and a sharp pencil or handwriting pen.
- The grids will be sent home the week before each half-term holiday (in October, February and May) and completed throughout the half term. This allows the children to pace themselves.

Year 6 Revision

Year 6 children will be given additional work/revision materials in the lead up to their SATs.

Further Support

At the start of each academic year, we signpost recommended websites or apps that may support and enhance children's home-learning in the core subjects. We also list these on our school website. If you find any home learning tasks inappropriate for your child, if your child lacks motivation or if you have any other concerns regarding home learning, please talk to your child's teacher in the first instance.

Approved by Governing Body:

Chair of Governors

Date: 22.09.2020

Head Teacher

Date: 22.09.2020