



Our Lady and St Patrick's RC Primary School

Home Learning Policy

January 2022
Review: Spring 2023

Living, loving and learning together in God's way

Our Lady and St Patrick's Roman Catholic Nursery and Primary School,

Home Learning Policy

Mission

The Catholic Faith and the principles of the Gospel are central to the daily life of Our Lady and St Patrick's School. We are committed to:

“Living, Loving and Learning Together in God's Way”

Rationale

The governors and staff of Our Lady and St Patrick's Catholic Primary School believe homework consolidates and reinforces skills and understanding in Mathematics, English and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents/carers and children to work together and, thereby, fostering an effective partnership between home and school.

Aims

- To reinforcing concepts and skills taught in school;
- To enable pupils to revisit aspects of the curriculum;
- To encourage children to read to their parents/carers;
- To provide an opportunity for parents/carers to become involved in their child's learning;
- Helping to demonstrate to children that learning can take place in many environments;
- To promote learning at home as an essential part of good education;
- Helping children and young people to develop skills and attitudes they need for successful lifelong learning;
- supporting the development of independent learning skills, including the habits of enquiry and investigation

Overview

We have structured most of our homework tasks to focus on specific key skills which will enable our children to access many other areas of the English and Maths curriculum:

Reading – reading fluently, with comprehension and for pleasure are vital skills to develop. This is why we encourage our children to read daily.

Spellings – by learning how to spell key words and words with specific spelling patterns, we are enabling our children to become more fluent writers.

Times tables – these form the basis of many areas of maths. Knowing times tables will enable our children to become more efficient mathematicians in class.

Where appropriate, we will aim to use web-based platforms for helping our children achieve their homework. For example, we use Times Tables Rock Stars as a platform for

learning times tables. We also have a subscription to IXL and will set Maths activities to deepen and consolidate the Maths learning from the week.

We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time'.

An overview of the Home Learning schedule

Foundation Stage

In Nursery weekly home links are given with suggestions of how parents can help their child with their learning. Learning engagement tasks will be very practical based tasks for the children to complete to help to consolidate new skills and experiences. These will be set on Class Dojo.

Home learning in Reception will not start straight away. There will be a phased introduction of reading and then word lists as the year progresses. Each week, Read Write Inc. video links to the sounds the children have been learning in class will be sent home. The children will also receive the Read Write Inc. formation worksheets to practise at home. Children will receive weekly reading books/ reading sheets assigned to them by their phonics teacher.

Years 1 to 6

Home learning is set on Google Classroom each Friday and is expected to be completed for the following Friday.

Spellings and Writing - Each child will be given a spelling list and a writing based task linked to their weekly spellings. The spellings sent will also be the teaching focus in class for the following week and there will be a spelling test on these each Friday.

Maths - A maths task will be set on IXL. This will always be linked to the learning focus in class for the week.

The first week of each half term there will also be a research based project linked to a foundation subject focus for the half term. This can be completed at any time during the half term and provides an opportunity for children to deepen their understanding in a different curriculum area.

Reading

We aim to develop a love for reading from an early age. Fostering good reading habits alongside parents is an important part of this. We encourage our families to join the local library as well as utilising the school library.

Reception - Reading to a parent/carer at least five times a week for a period of 5 – 10 minutes (this time scale includes time to talk about the book).

Key Stage 1 - Reading to a parent/carer at least five times a week for a period of 10 – 15 minutes (this time scale includes time to talk about the book).

Years 3 and 4 - Reading to a parent/carer (or sustained silent reading) at least five times a week for a period of 15 – 20 minutes this time scale includes time to talk about the book).

Years 5 and 6 - Reading to a parent/carer (or sustained silent reading) at least five times a week for a period of 20 – 30 minutes (this time scale includes time to talk about the book).

This grid is a guide to the main weekly homework.
It may change depending on other activities taking place

Class	Daily Activities:	Recommended time for daily activities	Weekly Activities:	Recommended time per week This is suggested as a guide
Reception	Key words Reading Fine motor/Letter formation	5-10 minutes	Learning engagement tasks	10 min
1	Key words Reading	10 -15 minutes	Spellings Sentence work Maths	20-30 min
2	Reading	10-15 minutes	Spellings Sentence work Maths	20-30 min
3	Reading	15-20 minutes	Spellings Sentence work Maths, including times tables	30-45 min
4	Reading	15-20 minutes	Spellings Sentence work Maths, including times tables	30-45 min
5	Reading	20-30 minutes	Spellings Sentence work Maths	45 min - 1 hr
6	Reading	20-30 minutes	Spellings Sentence work Maths	45 min - 1 hr

Special educational needs

It is the responsibility of the class teacher to set appropriate homework for all pupils and to provide tasks that can be undertaken independently. Whenever necessary, the class teacher should provide appropriate tasks for pupils with special educational needs. Teachers should seek the advice and support of the SENCo where necessary.