

HOME LEARNING POLICY

Updated September 2020

What is home learning?

"Any activity that seeks to make effective links between home and school in supporting children's learning and development¹."

The term homework often has a negative effect on children, parents and teachers. Children feel they are being told to do something they don't want to do. Parents may struggle to motivate their children and teachers often find it difficult to assess homework, as the learning environment is very different in each household. Research shows home support has a positive effect on the academic level children reach by the end of their primary years. However, this is based upon clear home-school communication and learning opportunities and not on the amount of homework children receive.



Supporting your child at home

Home learning will therefore not be set based upon a time limit per week, rather we encourage experiences that support learning. On occasion, the class teacher may suggest work to be completed at home to ensure your child is receiving the additional support that is needed to enable them to access the classroom curriculum. There are two types of home support, essential and additional. Essential home support should be completed as outlined below.

At the ISE Primary School, parents are encouraged to support their child, and to be involved in their learning.

Rationale

Supporting your child at home

At the ISE we want to create opportunities to:

- Promote partnership between home and school
- Reinforce and consolidate learning that has taken place in the classroom
- Provide opportunities for parents and children to work together
- Allow parents to gain an understanding of what children are learning in school
- Encourage the children to become independent learners
- Enable children to prepare for new topics, projects or areas of learning

¹ "Homework in the Primary School." <http://www.leeds.ac.uk/educol/documents/00000311.htm>. Accessed 30 Oct. 2018.

Aims

Through this policy we aim to ensure good communication between home and school regarding the learning opportunities and what students have experienced in class.

Home learning:

- Extends the quality of the learning experience beyond the classroom environment
- Encourages students and their parents to share and enjoy learning experiences
- Reinforces and consolidates work covered in class by providing further opportunities for the individual student to discuss skills taught in lessons

The Role of the Teacher

- To plan and set opportunities to share success moments at home
- To communicate about school learning
- To inform parents if there is a need for additional home support

The Role of the Parent

- To support and encourage their child to share their learning experiences
- To create opportunities for educational discussion
- To provide an optimal environment for essential home learning
- To allow their child time to embark on creative projects which are outside the curriculum

The Role of the Child

- To make sure they understand what essential home learning is needed.
- To put in the same level of effort as would be expected of class work.
- To openly discuss learning experiences at home to support their classroom learning.

The Nature of home learning

Home learning can be set in many different forms with many different expectations and outcomes. It could be an introduction to a new project or topic or an extension of the learning that has taken place in the class. It could consist of completing planned class work, learning spellings and multiplication tables, reading, researching or investigating a subject or project work. This could be digital or physical. Home learning opportunities such as baking, sports activities, playdates and visiting a museum should also be considered and valued.

Literacy

Reading (Group FD-7)

At the ISE we believe reading is an essential part of learning and we want our students to embrace a love of reading. A love of reading is cultivated through daily practice and shared reading experiences in a supportive environment. Each child, regardless of the year group, should read aloud and be read to for at least 15 minutes per day. Comprehension is further supported by continuing a discussion of the book after reading.

We have several moments throughout the week where we listen to each child read and give them targeted feedback and specific strategies to use to progress their reading. In groups 2-4 and for students learning English, we send home books at a “just right” level so students can continue to practice these strategies. As students become more advanced readers, they transition to literature circles where they read an extended text over the course of a few weeks with a small group for the purpose of thinking critically and deeply about different aspects of the text.

Sight words (Group 2-3)

Students will bring home a short list of words each week to practice reading quickly, so they can read them “on sight.” Parents can help children to learn the words by practising them regularly and often, especially in playful ways. Visit the website <http://www.sightwords.com/sight-words/games/> for ideas on how to make sight word practice more fun.

Wordsmith

Wordsmith is a fully integrated programme for reading comprehension, speaking and listening, grammar and writing designed to improve results in literacy. Texts that are used in class will be allocated for students to pre-read to inform their learning.

www.activelearnprimary.co.uk (individual login details)

Writing (Group FD-7)

One way we practice writing creatively is through the structure of Big Writing. Several times a year students have the opportunity to develop a story idea and write a text at length. The first and most important step of this process is the Big Talk, where students are asked to mentally prepare and talk about what they are going to write about. The philosophy of Big Writing is that if students can say it, they can write it. It is essential that the big talk happens at home together with parents, and could happen in students’ home language if this is easier. As a reminder, Big Talk is talking only, no writing.

Spelling and grammar (Group 4-7)

Students may be allocated additional spelling and grammar practice from Spelling & Grammar Bug, a resource through Active Learn Primary.

www.activelearnprimary.co.uk (individual login detail)

Maths

Abacus Games (Group 2-7)

Abacus is our maths programme, which comes with an individual student account through Active Learn Primary. The ‘Pupil World’ contains maths games and activities. The more activities completed the more rewards the student earns.

Abacus games will be allocated regularly by class teachers as they are not only motivating but also help students develop their speed and accuracy when calculating mentally.

www.activelearnprimary.co.uk (individual login detail)

Maths talk (Group 3-7)

On occasion, teachers will assign a Problem Solving Card. This card offers the same maths problem at a variety of levels, which allows students the opportunity to consolidate their mathematical knowledge and skills and apply this knowledge in new ways. These cards will be sent home digitally and may be accompanied by a worksheet for writing out answers.



Times Tables (Group 2-7, Differentiated)

It is expected that by the end of group 5, all students will be able to mentally recall all of their times tables fluently.

International Curriculum

Research (Group FD-7)

To support the classroom learning, teachers often ask students to discuss aspects of each theme at home or bring in artefacts. This discussion is then transferred into the classroom setting allowing students to make home school connections.

Presentations

In groups 5, 6 and 7 children are expected to prepare a presentation. They will be given sufficient notice by the class teacher to prepare for these presentations.

Home Learning by group:

Group FD and one

Essential:

- Reading, 15 minutes per day
- Big Talk (preparation for Big Writing)

Additional support:

www.busythings.co.uk: username **home9441**, password **isecampus**

<http://www.iseprimarylibrary.com/resources>

PebbleGo: username **ise**, password **library**

Story Box Library: username **primarylibrary**, password **booksbooks**

Group 2 and 3

Essential:

- Reading, 15 minutes per day
- Sight words daily practice
- Big Talk (preparation for Big Writing)

Additional Support:

Literacy and Maths at www.activelearnprimary.co.uk (log in via individual student accounts)

Maths worksheets: Occasional

IC: Discussion about unit theme, theme vocabulary in home language, possible research

Additional links:

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<http://www.iseprimarylibrary.com/resources>

PebbleGo: username **ise**, password **library**

Story Box Library: username **primarylibrary**, password **booksbooks**

Britannica: ID **isecampus**

Group 4-7:

Essential:

- Reading, 15 minutes a day
- Big Talk (preparation for Big Writing)
- Group 6 and 7: one- two presentations per year
- Group 7: Literature circle work

Additional support:

Literacy, including Spelling and Grammar, and Maths at www.activelearnprimary.co.uk (log in via individual student accounts)

Maths worksheets: Occasional

Maths Talk: Occasional

IC: Discussion about unit theme, theme vocabulary in home language, possible research

Additional links:

www.busythings.co.uk: username **home9441**, password **isecampus**

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Britannica: ID **isecampus**

How can parents find out more about supporting their child at home?

Each year group will inform the parents about home support in the parents' meetings held at the beginning of the year. If parents need advice on how to support their children at home they can talk to the class teacher.

Completion of essential home support

The expectation is that students will complete essential home learning. If there are any concerns regarding the amount of home learning completed the teacher will first speak to the child and if improvement isn't made then they will speak to the parents to find out why.

Educational needs

To ensure children are meeting their goals, they may occasionally receive additional essential home support. The teacher will inform the parents of this.

Will the home learning be graded?

It is not necessary to grade the learning carried out at home. Teachers will talk about opportunities at home and make connections about their learning. The quality of home learning should reflect in children's learning at school.

