



## **Home Learning Policy**

**Review date: October 2023**

**Next review date: October 2026**

At Abbey School we have three types of work/learning:

- school work - completed in school under the direction of the teacher
- remote learning - school work carried out at home set by the teacher
- home learning - completed at home to supplement and consolidate the school work

### **Remote learning**

'Remote learning' activities are provided for children who are well and able to work from home but cannot attend school. Parents must email via [admin@abbey.herts.sch.uk](mailto:admin@abbey.herts.sch.uk) to notify the teacher of the absence and requirement for remote learning. The teacher will upload the missed day's PowerPoint and worksheets at the end of the school day for the following day. The tasks will be open-ended and accessible to all. The remote learning will be acknowledged within two working days with a moving on suggestion if appropriate.

### **Home Learning**

'Home learning' at the Abbey School refers to any work or activities which pupils are asked to do outside of school, either on their own or with parents or carers. Home learning may be set against any of the lessons taught in school, from English or Maths to any of the Foundation subjects.

### **Home learning Overview**

The overall aim of the home learning policy is to promote learning at home as an essential part of good education. Home learning not only reinforces classroom learning, but also helps children to develop skills and attitudes they need for successful lifelong learning. It supports the development of independent learning skills, including the habits of enquiry and investigation. Home learning should not become onerous for children or staff.

Home learning is likely to be IT based with increasing demand as children move through the school. IT apps include Google Classroom and Times Tables Rockstars. Those families without access to a computer/device at home will be supported by the school where possible. If parents have any difficulty supporting their child with home learning tasks, they are encouraged to inform the class teacher.

### **Home Learning Aims**

- ❖ To consolidate and reinforce skills and understanding, particularly in English and Maths.
- ❖ To extend school learning through additional reading, research or access to resources available at home or elsewhere.
- ❖ To encourage pupils to take charge of their learning and to explore and investigate wider areas of study.
- ❖ To provide opportunities for parents, pupils and school to work in partnership.
- ❖ To provide opportunities for parents to participate actively in their children's learning.
- ❖ The setting and responding of home learning should be manageable for teachers.
- ❖ Home learning and remote learning will be acknowledged by the teacher within two working days with a moving on suggestion if appropriate.
- ❖ To encourage pupils, as they grow older, to develop the skills of organisation and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school.

### **Home Learning Implementation**

- Home learning is a complimentary part of the curriculum and is planned and prepared alongside class-based programmes of learning.
- It will be appropriate to the age, ability and circumstances of the pupils, taking into account Special Educational Needs.
- A range of tasks will be set that are purposeful, enjoyable and varied to ensure a balance of activities.
- Home learning will be set on a weekly basis. Some tasks, especially in Key Stage 2, may be cumulative and spread out.

### **Home Learning Planning**

The class teacher will explain the home learning routines e.g. days set, days for completion, to ensure a familiar routine and to encourage parents/carers to become actively involved in joint home learning activities with children. This will be explained in the termly Curriculum Letter.

### **Pupils are required to:**

- Show commitment to carrying out tasks in allocated time at home and giving work in on time;
- Set for themselves high expectations in presentation skills, similar to those shown in school;
- Ensure understanding of tasks set before taking them home, where appropriate;
- Taking home learning home and returning it on the correct days, where appropriate.

### **Parents are asked to:**

- Enable home learning tasks to be carried out at home, by allowing time, a quiet space and opportunities to discuss any issues arising from the work;
- Support the children's efforts through encouragement and praise;
- To alert teachers via email [admin@abbey.herts.sch.uk](mailto:admin@abbey.herts.sch.uk) to any problems arising from the home learning – alternatively this can be done through the Reading Record if it goes home.

### **Abbey School will:**

- Provide a termly Curriculum Letter and vocabulary list for each year group to assist with home learning;
- Provide an evolving home learning programme throughout the school;
- Ensure that children understand the task either verbally or with instructions provided. Children do not have a home learning diary. And only some year groups have reading records that go home;
- Vary and differentiate the home learning tasks set to ensure both a balanced programme and challenge;
- Give opportunities for all pupils to succeed;
- Acknowledge the pupils' home learning within two working days with a moving on suggestion if appropriate.

### **Special Educational Needs**

The home learning tasks will be open-ended and accessible to all. At times, some children may benefit from special tasks separate from the home learning set for other children in the class. In such cases there will be close co-ordination between the class teachers and parents/carers.

### **Reading**

Reading Records are provided for all children from Reception to Year 4. These are used to record the children's reading in school and at home.

The children's reading books will either come from the Essential Letters and Sounds decodable books in EYFS and KS1, Oxford Reading Tree Scheme, the age-appropriate Class Library in each of the Key Stage 2 classrooms or from the School Library. These reading books (fiction or non-fiction) will be taken home by the children to share with their parents and children are encouraged to look after them carefully.

<b>Year group</b>	<b><u>Home Work Time Allocations (including reading):</u></b>	<b><u>Home learning Activities include:</u></b>
<b>Reception</b>	<p>Not more than 10 minutes reading and book sharing each day.</p> <p>Early readers may need the parent to read to them and eventually with them pointing out letter sounds and looking at the meaning of the text.</p>	<p>For each year group, home learning could include a selection from the following activities. All KS2 pupils will have at least one piece of set home learning each week.</p> <ul style="list-style-type: none"> <li>• Shared reading of school reading book/library book</li> <li>• Using the termly High Frequency Word list and vocabulary list to find and learn words</li> </ul>
<b>Year 1</b>	<p>10 minutes each day, but not more than 1 hour per week.</p> <p>During this time parents are expected to hear their children read, taking time to discuss the pictures and storyline.</p>	<ul style="list-style-type: none"> <li>• Daily reading practice and discussion of school reading book</li> <li>• Learning up to 10 spellings per week (Spring and Summer terms) recorded in an orange spelling book</li> <li>• Topic based activities, where appropriate, to enhance their learning</li> </ul>
<b>Year 2</b>	<p>10 minutes each day, but not more than 1 hour per week.</p> <p>During this time parents are expected to hear their children read, taking time to discuss the pictures and storyline.</p>	<ul style="list-style-type: none"> <li>• Daily reading practice and discussion of school reading book.</li> <li>• Preparation for topic work</li> <li>• Maths, literacy and topic activities</li> <li>• Times Tables practice (Pupils to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables)</li> <li>• Children to consolidate spelling patterns linked to their phonics session.</li> </ul>
<b>Year 3</b>	<p>Leading up to 1 ½ hours per week.</p> <p>Junior children are to be encouraged to read to parents and make predictions about the story.</p>	<ul style="list-style-type: none"> <li>• Daily reading practice and discussion of the text.</li> <li>• Activities related to English, Maths or topic work</li> <li>• Times Tables practice (Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 1)</li> </ul>
<b>Year 4</b>	<p>Leading up to 1 ½ hours per week.</p> <p>Junior children are to be encouraged to read to parents and make predictions about the story.</p>	<ul style="list-style-type: none"> <li>• Daily reading practice and discussion of the text.</li> <li>• Activities relating to classroom English work, including punctuation and grammar</li> <li>• Activities related to English, spelling, Maths or topic work</li> <li>• Times Tables practice (up to 12 x 12)</li> </ul>
<b>Year 5</b>	<p>Leading up to 2 ½ hours per week.</p> <p>Upper Key Stage 2 children should discuss with parents the book they are reading and other books the author has written and comment on style and presentation.</p>	<ul style="list-style-type: none"> <li>• Daily reading practice and discussion of the text.</li> <li>• Activities relating to classroom English work, including punctuation and grammar</li> <li>• Activities related to English, spelling, Maths or topic work</li> <li>• Times Tables practice (up to 12 x 12)</li> </ul>
<b>Year 6</b>	<p>Leading up to 2 ½ hours per week.</p> <p>Upper Key Stage 2 children should discuss with parents the book they are reading and other books the author has written and comment on style and presentation.</p>	<ul style="list-style-type: none"> <li>• Daily reading practice or at least 20 mins reading three times per week</li> <li>• Activities relating to classroom English work, including spelling, punctuation and grammar</li> <li>• Maths tasks</li> <li>• Reading comprehension</li> <li>• Research for topic work – as required</li> <li>• Times Tables practice (up to 12 x 12)</li> </ul>