

# Horniman Primary School



## Home Learning Policy

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|--|---------------------------------|
| This policy was agreed by the governing body:<br>(and supersedes all previous policies relating to<br>this area) |                                 |
| Signed: Ameesh Shah Governor   |                                 |
| Implemented:   | January 2019                    |
| Reviewed:  | January 2023                    |
| Review date:   | January 2024                    |
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## Introduction

At Horniman school we acknowledge that parents and carers are the child's first and often most continuous teacher. Many children enjoy working at home and parents/carers like the school to support them in working with their children. As a community we value the importance of home learning and see it as playing an important part of learning to become confident and independent learners.

We expect all children to work hard throughout the school day and therefore their time outside school should principally be for extra-curricular activities, rest and relaxation. For example, going to Brownies, swimming, dance and football clubs etc. Equally valuable is family time spent at home, playing, talking, and seeing friends.

Research shows that not all homework is effective, and some tasks have limited impact upon learning.

We are very aware of the important role parents/carers play in supporting their child's learning. When parents/carers take an interest in what their children are learning pupils get the most out of their educational learning journey.

The Department for Education suggests parents/carers can best support their children through the following:

1. **Make Time:** your child benefits from you taking an interest in what they are doing.
2. **Experiences:** Linking life and leisure experiences to your child's school work supports making learning contextual e.g. museums, galleries, learning an instrument or singing in a choir, participating in a broad range of clubs, visiting interesting places / days out.
3. **Talk:** Talk with your child about what they are studying and what they have learned; attending school activities such as parents' evenings and sports events. Research supports the importance of vocabulary development from an early age. We would therefore encourage parents to daily converse with their children about what they have learnt at school, for example, by holding the following sorts of discussions:
  - Tell me about the most interesting thing you have learnt today?
  - What did you enjoy most about today's learning?
  - How could you have improved your learning today?
  - What are you going to be learning about next?

When homework works best, pupils are allowed opportunities to 'prepare' for a topic or area of learning, complete a project and/or read around it, following their own lines of enquiry or interests. This type of Home Learning encourages pupils to develop independence and acquire some knowledge of the topic. They find things out for themselves and therefore have greater ownership over what they have learnt. It will also give them some prior knowledge which they can share with their class and prepare them for new content.

However, some aspects of learning need practise, such as reading and recalling number facts. These are incorporated into our approach ensuring that our pupils develop an independent approach to learning, whilst also consolidating key facts, and practising skills.

At Horniman, we want all children to enjoy reading and be able to read fluently. Reading with an adult is the most important thing parents/carers can do at home

## Home Learning Schedule

At Horniman School we have the following expectations for home learning:

| Year group | Phonics and reading   | Maths basic skills and Mathematics   | Spelling   | Topic   |
|------------|---|--|--|---|
| R          | Daily reading with an adult<br>Read/Write Inc ebooks and shared stories | Count objects up to 20<br>Select the correct number to match a quantity up to 20<br>Place numbers 1-20 in order<br>Say 1 more/less than any number up to 20<br>Doubles to 5  | NA   |   |
| 1          | Reading with an adult at least 3 times per week                         | Count in multiples of 2, 5 and 10<br>Recognise odd and even numbers<br>Know number bonds to 10 (0+10, 1+9, 2+8, etc., also 10-0=10, 10-1=9, 10-2=8, etc.)<br>Tell time to hour and half hour<br>Know days of week and months of year   | A maximum of 5 spellings to learn based upon: <ul style="list-style-type: none"> <li>• Tricky words</li> <li>• Phonic patterns</li> <li>• Spelling patterns</li> </ul> | A topic plan with a list of suggested activities at the start of each new topic.<br><br>A termly holiday project based on their previous or upcoming project. |
| 2          |   | Know 2, 5 and 10 times tables (multiplication <b>and</b> division facts)<br>Tell the time to 5minutes<br>Recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ , $\frac{3}{4}$ of a length, shape or quantity.   |  |   |
| 3          |   | Recall rapidly number bonds to 100<br>multiples of 10/5 and any number (e.g. 80+20, 35+65, 43+57)<br>Know and rapidly recall 2, <b>3</b> , <b>4</b> , 5, <b>8</b> and 10 times tables (multiplication <b>and</b> division facts)<br><br>Write and tell the time using the 12 and 24-hour clocks, am/pm and Roman numerals I-XII  |  |   |
| 4          |   | Know 2, 3, 4, 5, <b>6</b> , <b>7</b> , 8, <b>9</b> , 10, <b>11</b> , <b>12</b> times tables (multiplication <b>and</b> division facts)<br><br>Know and use conversions: 1000g=1kg; 1000ml=1l; 1000m=1km 100cm=1m,<br><br>Read, write and convert time between analogue and digital clocks<br><br>Convert time from: hours to minutes; minutes to seconds; years to months; weeks to days |  |   |
| 5          |   | Know and recall rapidly all times tables (multiplication <b>and</b> division facts- consolidation from year 4)<br>Recall prime numbers up to 19<br>Recognise square and cubed numbers  |  |   |
| 6          |   | <b>Preparation for secondary school homework programme; Maths and English weekly tasks</b>   |  |   |

### Reading:

It is important that children read every day at a level with which they are confident and comfortable. Even once your child is a fluent reader it is still essential to read and discuss books with your child as well as to read to and with them. We would recommend the following sorts of discussions post reading:

- Can you summarise the story so far?
- Why do you think that the author chose that word?
- What effect does this sentence have on the reader?
- Does this remind you of any other books you have read?

These types of questions enhance comprehension skills and understanding.

Reading should be recorded in the child's Reading Journal. Older children should take responsibility for recording their own reading and make comments about what they have read. Encourage your child to read a range of genres and text.

### Maths:

At the start of every half-term the curriculum information leaflet will outline the number concepts to practise,

Times-tables: Children need to have quick mental recall of number facts; we expect pupils to know all of their tables up to 12 x 12 by the end of Year 4.

Children from Y1-Y6 will also be assigned Mathletics activities to practice online.

### Spelling:

Each week children will have up to 5 words to practise at home. These will be either common exception words (tricky words) or words to reinforce a spelling pattern or phoneme being learnt in class. They will be tested in the form of a dictation, which will include words previously learnt and high frequency words that the child should be able to spell. The words will be differentiated by spelling ability.

### Topic

During the year, children will undertake home learning projects linked to their topics. Class teachers will outline the skills which should be demonstrated in each project. Children will be given an opportunity to share their work with the class. Teachers will give oral feedback on each project on what was good and 'even better if'. Children will be given the opportunity to reflect upon their learning and will use the teacher's feedback to develop their learning.

### Consolidation:

Periodically, teachers may set consolidation home learning in English or Maths. If a concept has been particularly tricky to master in class or further practice is required, then it can be beneficial to spend some time at home rehearsing what has been covered in class.