



St Andrew's CE VC School

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# Home Learning

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# Homework matters to you and your child

At St Andrew's, we pride ourselves on every child achieving their 'Personal Best'. In order to support this, Home Learning is an important link between home and school. Home Learning strengthens the partnership between you and St Andrew's by involving you in the learning process.

At St Andrew's, we aim to provide opportunities for your children to enrich and extend their own learning and interests. We aim to encourage children to take responsibility for their own learning and also independence, perseverance and self-discipline.

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## Why do we have a Homework Policy?

This new policy has been influenced by our experiences during the extended home learning period. St Andrew's staff have collated the successes from this time and used these to inform this new Home Learning policy.

We aim to motivate children through these home learning activities, which should be used to consolidate as well as discover and develop new learning. Across all year groups, we are introducing, reinforcing and/or extending concepts, skills and knowledge, which will support learning within the school. By completing Home Learning, you and your children will gain a greater understanding of the curriculum being taught at St Andrew's.

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## Ways of Learning

### **Early Years Foundation Stage**

Early Years Home Learning helps to build fluency by repeating the key literacy and mathematical foundational skills, which are taught in class. Activities will include:

- Reading – recommended 10 minutes a day, 5 times a week
- Weekly phonics
- A weekly mathematics activity
- Ongoing high frequency and tricky words

## **Year 1**

Carrying on from their time in Early Years, the expectation is for children to complete the following:

- Reading – recommended 20 minutes a day, 5 times a week
- Weekly spellings on the common exception words - tested via dictation
- Weekly maths and phonics games

## **Year 2**

As the children move into the top end of KS1, new concepts are introduced which have even more impact if repeated and practised at home, in order to secure knowledge and understanding. Therefore, in year 2 children will be expected to complete the following:

- Reading – recommended 20 minutes a day, 5 times a week
- Reading comprehension or grammar based challenge weekly
- Spellings linked to either a rule or the common exception words – tested weekly via dictation
- A ‘Going for Gold’ maths task focusing on number

## **Years 3 and 4**

In years 3 and 4, the children will be given a half termly grid to complete. This grid will include activities from across the curriculum and allow the children flexibility and independence to choose which home learning they would like to complete each week. The intention is to introduce, reinforce and/or extend concepts, skills and knowledge, which will support learning and progress within the class. As a result, children will gain confidence and prior knowledge when starting new learning in school.

Alongside these grids, they will also be expected to complete:

- Reading – recommended 20 minutes a day, 5 times a week
- Spellings linked to a spelling rule and Year 3/4 list - tested weekly via dictation
- Times Table practice

## Years 5 and 6

In years 5 and 6, the children are building towards their end of Key Stage 2 assessments. In order to support this, the expectation is that the children will take real ownership of their learning, ensuring habits are in place ready for their transition to secondary school.

Home learning will include:

- Reading – recommended 20 minutes a day, 5 times a week
- Spellings linked to a spelling rule and Year 5/6 list - tested weekly via dictation
- Reading comprehension or grammar based tasks
- Math activities which will be used to check retention or build prior knowledge and may include MyMaths
- Times Table practice (where appropriate)

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## Amount of Homework

The Department for Education (DfE) recommends that the following amounts of time should be spent on home learning:

	<b>Reading</b>	<b>Other Home Activities</b>	<b>Type of Activity</b>
<b>EYFS</b>	10 Mins	10 Mins	Mainly reading. Other literacy work, numeracy work or topic related work.
<b>Years 1 &amp; 2</b>	20 Mins	10 Mins	Reading, spelling, other literacy and numeracy work.
<b>Years 3 &amp; 4</b>	20 Mins	20 Mins	Reading, spelling, literacy and numeracy work with occasional assignments in other subjects.
<b>Years 5 &amp; 6</b>	20 Mins	30 Mins	Regular weekly schedule of reading and spelling with continued emphasis on literacy and numeracy, but also ranging widely over the curriculum.

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Research by HMI (Her Majesty's Inspectorate) has shown that home learning is most effective at enhancing learning when the various responsibilities of teachers, parents and children are clear and are communicated to all those involved.

This is what is expected:

**You can expect the school...**

- To communicate home learning requirements to both parents and children each term, in the term ahead letters
- To plan home learning as an integral part of the curriculum
- To use reading logs appropriately
- To celebrate achievement and effort of home learning
- To monitor and keep a record of the completion and return of home learning for each child
- To communicate with parents if home learning is persistently incomplete or books and materials are not brought into school

**The school will expect children...**

- To complete their home learning to the best of their ability and achieve their 'Personal Best'
- To complete reading logs in Key Stage 2
- To take responsibility for looking after and returning their home learning on time
- To tell the class teacher of any reason that home learning cannot be completed

**The school will expect parents/carers...**

- To support and encourage their child(ren) with home learning
- To complete reading logs
- To share responsibility with their child(ren) to ensure that home learning is completed and returned on time
- To communicate with teachers of any particular difficulties with the home learning

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## Special Educational Needs

Some children may benefit from special tasks separate from homework set for other children in class. However, it is important that they do as much in common with other children as possible.

The class teacher will work with parents of children who have special educational needs, to ensure that the tasks given are appropriate and achievable.

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