



Milldown CE Academy
Inspire – Believe - Achieve

Home Learning Policy

<i>Policy approved by</i>	<i>(Governing Body)</i>	<i>Date: September 2023</i>
<i>Policy implemented on</i>		<i>Date: September 2023</i>
<i>Policy review date</i>		<i>Date: September 2025</i>

Context.

Research over a number of years has shown that home learning can make an important contribution to pupil's progress at school. When used properly it can extend the challenge open to each pupil. The Government believes that there is enormous advantage in children spending regular periods of time, initially quite short, on learning activities devised by schools as part of a home learning programme which supports the work they do in class. However, home learning should not get in the way of other activities which children may do after school, such as sport, music and clubs of any kind.

At Milldown CE Academy we believe in an approach to home learning that nurtures each child's 'home learning skills' and develops the home/school partnership. In addition, we believe home learning should not be a chore or a 'battleground' between parent and child and should be set at a level that allows the child to be successful and clear of what they are expected to do. We recognise the demands of the national curriculum and the increased importance of independence and self-study skills as the children get older. To support this, our approach is gradual, with increased demand being placed as the children grow older.

Our home learning policy was reviewed based on parental, pupil and staff feedback, with the aim of ensuring that it had a more positive impact on the children's learning journey. Based on parental feedback in parent consultation meetings (autumn 2017), the new approach has been easier to implement, offers greater flexibility for those with busy home-lives, has engaged the children more, and has had a greater impact on their learning. It aims to consolidate the learning of key knowledge in reading, writing (spelling) and maths. To ensure parents are made aware of their child's wider curricular learning, weekly updates will be shared by the class teacher via [Tapestry](#).

Research has proven that, if done in the right way, constant practice and over-learning of particular knowledge will have a significant impact on a child's learning, therefore supporting their learning in school. With all of this in mind, our home learning policy focuses on developing children's key knowledge – their phonic knowledge and application, their fluency and understanding when reading, their spelling, and the fluency of recall with maths number facts. The table below summarises the home learning expectations.

To assess the impact of both our teaching in school and home-learning, there will be assessed. This will be appropriate to age and increase in expectation as the children get older. Regular quizzing has the added benefit that it helps embed learning into the long-term memory. Opportunities will be provided in school during lunchtime clubs if your child has been unable to practise at home.

We aim to keep parents informed of what their child is learning, including the wider curriculum.

Educational research underpins everything we do (further information is detailed in our 'Teaching and Learning' and 'Curriculum' policies). We know that memory (i.e. learning) can be strengthened if it is revisited and tested after a short break. To that end, in most situations home learning will not be set during school holidays to allow for this process to happen.

We hope the above is explanatory. It is revised annually in the light of changes to school policy. We do appreciate the demands on parents and any feedback on our home learning is valuable and welcome. If any child or parent is experiencing problems with home learning, for whatever reason, please speak to the class teacher or a member of the senior leadership team.

Expectations will increase as children get older with a particular emphasis in Year 6 preparing them for the increased expectations of secondary school.

	EYFS	Y1 – 2	Y3 – 5	Y6
READING	Read your phonic book at least 4 times a week (around 5 minutes each read). RECORD ON BOOM READER.	Read your book at least 4 times a week (around 5-10 minutes each read; adult to ask a question about what has been read). RECORD ON BOOM READER.	Read book at least 4 times a week (at least a chapter each read; adult to ask child to summarise what has happened in the chapter). RECORD ON BOOM READER.	Complete the 3 reading activities detailed in your home-learning folder.
SPELLING	<u>Word building games</u> Practise your word building games and handwriting (use your writing packs & Tapestry videos to help you)	<u>Practice around 3-5 words per week from your child's spelling list.</u> Towards the end of each half-term, your child be tested on all words from their list. Use pencil/paper or Spelling Shed to practise.	<u>Practice around 5-7 words per week from your child's spelling list.</u> Towards the end of each half-term, your child be tested on all words from their list. Use pencil/paper or Spelling Shed to practise.	Complete the 3 spelling and grammar activities detailed in your home-learning folder. Complete the 4 maths activities detailed in your home-learning folder.
MATHS	<u>From summer term</u> Practise your maths key facts	<u>Log in to Numbots.</u> Practise your maths little and often.	<u>Log in to Times Tables Rock Stars.</u> Practise your maths little and often. By summer term of Year 4, your child should be fluent in all times tables.	