



The Shade Primary School

Home Learning Policy

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Introduction

The Shade Primary School believes that home learning is an important aspect of a child's education. We promote a love of learning that can take place at home or school. It is a shared partnership that allows parents, carers and school to work together for the benefit of every child. It also promotes independent learning, thus encouraging each child to take responsibility for their personal progress.

Home learning at The Shade Primary School is promoted as a positive experience for the children and close links are made between learning in school and the needs of each individual. The Shade's Home School Agreement also reinforces expectations for staff, pupils and parents in building strong relationships between home and school.

Aims

In setting regular home learning activities, we aim to:

- reinforce skills that have been taught and give children the opportunity to practise what they have learnt;
- consolidate and reinforce skills and understanding, particularly in English and mathematics;
- promote independent learning;
- provide staff with opportunities to support and extend individual children;
- provide opportunities for parents and carers and pupils to work together;
- set standards for life so that children are prepared for secondary school and future employment.

We fully appreciate that all children require leisure time and encourage a balance between the consolidation of learning and access to enrichment activities. Homework will not be set during holiday periods to ensure that children can enjoy family time together.

Overview

Parents can share and engage in their child's learning by interacting with Class Dojo, our whole school learning platform. Regular updates posted by class teachers help to inform parents of the learning focuses each week as well as homework activities. Year 5 & Year 6 children are given a Home Learning Journal, each week children are set specific home learning tasks, these are set on a Friday and expected to be completed and handed in by Wednesday. Teachers may send home in

consultation with parent's additional work that is more bespoke to the child's next steps for learning.

If these are repeatedly not completed the class teacher will contact the parents. In Year, 5 and 6 children will be given opportunity during lunch time to complete their home learning as well as time to discuss any barriers for the child in completing homework as requested.

Across each half term, home learning activities will be drawn from the following curriculum areas:

English: *reading (fluency and comprehension) and personalised spelling,*

Mathematics: *arithmetic and key instant recall facts (KIRFs),*

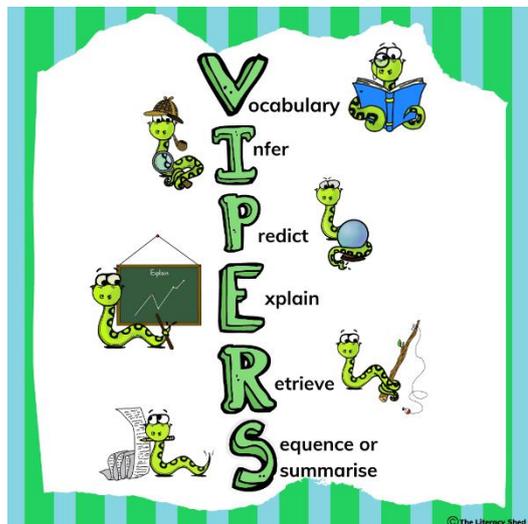
Foundation Subjects: *Pre-Learning such as core vocabulary.*

Early Years Foundation Stage: *core home learning offer introduced as appropriate to the needs of individual children*

Our Home Learning Offer

The amount of home learning set each week will vary and depends on the age of the child and their individual needs. As a core offer, children will read with a confident reader between three and five times per week, practise their personalised spellings and rehearse the half termly key instant recall facts set by their teacher.

Reading: comprehension, fluency and accuracy when reading are crucial. These skills will ensure that children are able to successfully access the demands of the National Curriculum, as well as engaging positively with the world around them. At The Shade, we nurture a love of reading in our schools, we use 'VIPERS' in KS2 to encourage and motivate children to read and talk about books on a regular basis.



VIPERS is an acronym to aid the recall of the 6 key areas which we feel children need to know and understand in order to improve their comprehension of texts. Children may be set a VIPERS focus in their reading logs each week.

Spelling:

Children in KS1 will be sent home spellings to complement their phonics learning for the week. This will also include a couple of 'tricky words' that cannot be sounded out so need to be learned separately. Teachers will read children a spelling dictation to assess whether they have been able to apply these spellings into their writing.

Early in each half term, children's competence when spelling common exception words, known as tricky words - appropriate to their stage of learning - will be assessed. These alongside specific spelling rules for each year group are sent home for children in KS2 to learn and are referred to as 'Spelling Challenges'.

Children are encouraged to practise these words and are trained to look carefully at the part of the

word that makes it tricky. When they are ready they are given a spelling dictation in school to demonstrate their confidence in applying the spelling of the words. When they pass a challenge they naturally move onto the next set of words. In addition to weekly assessments, staff will review written outcomes to ensure that focus words are being applied in their writing.

Key Instant Recall Facts (KIRFs): fluency in mathematics is key. At The Shade Primary School, we have introduced half termly KIRFs. In Key Stage One these are focused on number bonds, to support Mastering Number. In Key Stage Two these progress onto multiplication facts, Time Table Rockstars and Maths Shed are used to ensure that rapid recall is fun.

Staff will ensure that KIRFs will be shared with families at the beginning of each half term. Our long term plan for KIRFS can be found [here](#).

Inclusion

We are committed to the provision of home learning opportunities that reflect and respond to the needs of each child. In this way, all children will have access to home learning that addresses gaps in understanding & skills and contributes to strong progress.

The responsibilities of teachers

- To share and discuss class learning using Class Dojo as a platform
- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To acknowledge homework and give written or verbal feedback where necessary.
- To be available to talk to parents and children about homework.
- To inform parents when to expect homework and when to hand it in and discuss if there is a problem regarding homework.

The role of parents and carers

Parents and carers will be encouraged to:

- share and discuss their child's learning using Class Dojo as a platform
- provide a suitable space in which their child can complete their home learning; encouraging their child to complete home learning by practising the core skills or reading, spelling and KIRFS.
- offer support with activities, where appropriate;
- show their child that they value home learning and support the school;
- provide encouragement and praise for completing home learning.

It is anticipated that, up to the end of Year 4, parents and carers will work with and support children when they are completing their home learning. From Year 5 onwards, children will increasingly be expected to access and complete home learning independently. This will help them prepare for the demands of secondary education.

If at any point homework is causing distress or tension, then please stop and discuss with the class teacher at your earliest convenience.

Feedback

Home learning is integral to the teaching and learning sequence at The Shade Primary School.

Parents and carers are asked to use Class Dojo portfolios to comment on their child's reading. Teaching staff will acknowledge receipt of submissions and they will either respond with a brief written comment or verbal exchange as appropriate. Misconceptions will be verbally addressed and used to inform future teaching.

Home learning tasks such as number facts, spelling and reading will be assessed within school through: the completion of regular spelling dictations; the checking of reading records and the regular assessment of KIRFs.

Equal opportunities

All children are provided with equal access to home learning opportunities. At The Shade Primary School, we aim to provide suitable learning opportunities regardless of gender, religion or ethnicity.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. The Shade Primary School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils may use AI tools as a research tool to help them find out about new topics and ideas. Pupils may not use AI tools:

- During assessments
- To write their homework or class assignments, where AI-generated text is presented as their own work

Policy Review

This policy will be reviewed every three years or sooner if changes are required by the school or trust.

Year Group	Guideline Amount per week	Home Learning Expectations
Early Years	1 hour weekly	<p>Children benefit most from daily reading, reading & phonics should take place a minimum of 4x per week, this includes practising any target sounds and words.</p> <p>Daily phonics and maths are also best practised on a daily basis for a few minutes, this could include learning a new sound, counting or an activity based upon a sound or number.</p> <p>Pre-learning of new vocabulary may be sent home when introducing new topics and vocabulary.</p>
Yr 1 & 2	1 hour weekly	<p>Children benefit most from daily reading with a confident reader, reading should take place a minimum of 4x per week, this includes practising any target sounds or words.</p> <p>Daily phonics, spellings and number bonds are also best practised on a daily basis for a few minutes.</p> <p>Pre-learning of new vocabulary may be sent home when introducing new topics and vocabulary.</p>
Yr 3 & 4	1½ hours weekly	<p>Children should be reading a minimum of 4x per week and are expected to record in their reading logs at least 3x per week using the VIPERS comprehension approach set by the classteacher.</p> <p>Spelling and multiplication facts are practised on a daily basis for 10-15 minutes.</p> <p>Pre-learning of new vocabulary may be sent home when introducing new topics and vocabulary.</p>
Yr 5 & 6	2 ½ hours	<p>Children must be reading a minimum of 5x per week and are expected to record in their reading logs 3x per week.</p> <p>Daily spelling and multiplication facts are practised on a daily basis for 10-15 minutes.</p> <p>Children will complete an English or Maths task/game/activity weekly.</p> <p>Pre-learning of new vocabulary may be sent home when introducing new topics and vocabulary.</p> <p>Learning linked to science, class themes and topics, will be set for completion as and when required.</p>