

Home Learning at Rayne Primary and Nursery School



What is home learning?

- Home learning, for the purpose of this presentation, is defined as any structured tasks or activities required to be undertaken outside of the school day.
- However, we also recognise that there will be a considerable amount of learning that takes place at home or outside school time which is incidental or simply unstructured.

Why is home learning important?

- Home learning is one way of supporting and fostering life-long learning.
- It can help connect families with the learning their children are undertaking.
- It helps to encourage children to develop personal skills such as prioritising, which will support successful learning in the future.
- It can consolidate and enhance what has been learnt in school.

What considerations should be taken into account when creating a home learning policy involve?

- It must take into account the personal and developmental needs of the children.
- It needs to take into consideration the need for children to have a balanced lifestyle.
- It should ensure that the requirements of home learning leave sufficient time for family, sport, recreational and cultural pursuits.

What does a good home learning policy involve?

- Good communication between parents/carers, teachers and pupils.
- A relationship between home learning and what is being taught in the classroom.
- An element of challenge.
- Set at an appropriate level for the ability of the child.
- Timely and appropriate feedback.
- A shared understanding of the expectations.

How can the children be supported ?

School – can support by:

- Championing lifelong learning and ensuring home-learning connects effectively to the school curriculum.
- Ensuring the school home-learning policy is relevant to the needs of the children.
- Advising parent/carers of the home-learning expectations and ensure these are available on the school website.
- Encouraging and supporting parents/carers to read to and with their child to develop an enjoyment of reading.
- Ensuring there is a system for communicating with parents/carers to support children's home-learning.

Teachers – can support by:

- Developing children's problem solving skills.
- Encouraging real-life problem solving, logical thinking, creativity and imagination.
- Setting varied, challenging and meaningful tasks related to class work to suit the learner's needs.
- Providing reasonable time scales to complete homework, considering home obligations and extracurricular activities.
- Assessing home-learning and giving timely feedback and practical support if needed.
- Helping pupils to develop organisational and time-management skills.
- Offering a wide range of opportunities for families to engage in their children's learning journey.

Parents/Carers can support by:

- Developing a positive and productive approach to home-learning. (This may be something practical like a quiet calm space).
- Ensuring there is a balance between time spent on home-learning and recreational activities.
- Reading to and with them, talking to them and involving them in learning opportunities during everyday household routines and physical activity.
- Communicating with teachers about any difficulties/concerns they have about the home-learning so support can be provided.
- Attending school events which provide information, discussion and celebration of lifelong learning.

Children can take responsibility for their own learning by:

- Being aware of the expectations of home-learning.
- Discussing their home-learning with parents/carers .
- Accepting the responsibility for the completion of activities within the time frames provided.
- Following up on feedback given.
- Seeking assistance when difficulties arise.
- Organising their time to manage the completion of home-learning whilst ensuring participation in other family obligations or activities.

Quality Practice

It is not necessary to assign large amounts of home-learning; however it is important that it provides children with the opportunity to practice skills, review content and deepen the understanding of concepts learned.

Home-learning can help children to develop self-regulation processes, such as time management and study skills.

What are the expectations?

EYFS

- Daily reading (x5 week) which can include supplementary phonic practice/tricky words.
- Letter formation sheets as practice after teaching sessions.
- Number recognition and counting practise (spring and summer term only)
- Consolidation and exploration of skills through real life experiences captured on 'Tapestry'.

What are the expectations?

KS1

Year 1

Provided on Thursdays and given in on following Wednesday.

- Daily reading (x5 week) which can include supplementary phonic practice/tricky words.
- Weekly spelling list.
- Alternate phonic/maths activity.
- Holiday projects linked to the class theme.

What are the expectations?

KS1

Year 2

Provided on Thursdays and given in on following Wednesday.

- Daily reading (x5 week) which can include supplementary phonic practice/tricky words.
- Weekly spelling list.
- Alternate grammar/maths activity.
- Holiday projects linked to the class theme.

What are the expectations?

KS2

Provided on Thursdays and given in on following Wednesday.

- Reading (x3 week with signature from an adult) which can include supplementary phonic practice/tricky words.
- Weekly spelling list to be assessed through dictated sentences on the following Wednesday.
- Multiplication tables which are assessed on Fridays.
- 'My Maths' set on Thursday for the following Wednesday.
- Holiday projects linked to the class theme.

Any Questions?