



Inspiring All to Excellence



Dosthill Primary Academy

Home Learning Policy

Document Control

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Policy Owner	Sonia Burke
Policy Approver	Interim Academy Board

Version Control

Version	Date	Amended by	Comments
1	June 2021	SB, JL and RN	Policy re-written
	December 2023	SB	P3 Aims amended P3 Home learning challenges amended.

Section	Changes Made

Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school:



Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:



Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Rationale and Principles

A good, well-managed home learning (homework) programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Home learning also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.

Learning at home is an essential part of good education. Regular home learning is important as it gives learners the opportunity to practice at home the tasks covered in class, and helps learners work towards improving important skills. It also helps children to become confident and independent in their learning, which will help throughout their time at school and in adult life.

Aims

The purposes of home learning are, to:

- To help children practise skills and develop techniques
- To encourage children to think for themselves and develop study techniques which best suit them
- To reinforce links between home and school
- To involve parents in the education of their child
- It can further stimulate enthusiasm for learning
- It can be a great source for gathering topic information to share with all the children
- It is a great opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts
- It helps to foster good habits of organisation and self-discipline in preparation for the demands of Secondary School.

Time for home learning

At Dosthill Primary Academy, we recommend the following time allocation for home learning is:

Reception	Reception: Reading, Numbots and weekly spellings.
Years 1 and 2	Year 1: Reading, phonics challenges, spelling and Numbots. Year 2: Reading, fortnightly CPG comprehension, fortnightly grammar (Grammar Bug), TT Rockstars and My Maths.
Years 3 and 4	Year 3: Reading, fortnightly CPG comprehension, fortnightly grammar (Grammar Bug), TT Rockstars and My Maths. Year 4: Reading, fortnightly CPG comprehension, fortnightly grammar (Grammar Bug), TT Rockstars – linked to the multiplication check and My Maths.
Years 5 and 6	Year 5 & 6: Reading, fortnightly CPG comprehension, fortnightly grammar (Grammar Bug), TT Rockstars and My Maths. *Year 6 in the Spring and Summer Term – additional SAT's revision (CPG Books)

Whilst we support all of the above key principles, we do not wish homework to dominate home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning. We hope the children are motivated by positive incentives and by the tasks themselves. Discreet weekly reading logs are recorded, and parents are contacted if they do not read at least three times per

week.

Home Learning details

Summary of Home Learning Approach

- Continue to set home learning on a Friday.
- Fortnightly comprehension CPG Books to be hand in on a Wednesday.
- Home learning is emailed home weekly.
- Weekly reading is recorded in the pupil reading diary.
- Weekly comprehension is recorded in the CPG book or on the phonic sheet (if appropriate).
- Spellings can be practiced how the child chooses; evidence of practice does not need to be returned to school.

Home learning tasks

All learners from the Reception year onwards are issued with a Reading Record Book in which their daily reading should be recorded as well as comments from the adult/child linked to reading accuracy, intonation/expression, comprehension. These are checked and signed by the teachers to ensure every child reads at least three times per week. Parents are contacted via parent mail or phone if regular reading at home is not happening, and meetings are arranged with parents if this persists.

All weekly home learning tasks will outline what is expected for the child to do and when/if the tasks need be completed and/or returned to school. This should allow children and parents the opportunity to plan out work evenly during the week and still allow time to follow hobbies or leisure pursuits.

Spellings are provided on the home learning proforma. The spelling pattern/words set are those taught that week during the weekly spelling lesson: YR-Y1: Phonic linked spellings, Y2-6: National Curriculum spelling objectives. In KS2, at the start of the next lesson (revisit), learners will be tested on some but not all the spellings as well as other spellings linked to the rule and in the form of dictating the chosen words within sentences.

Where appropriate, home learning tasks will be differentiated to meet the individual needs of learners. This will include activities designed to develop and consolidate key (basic) skills.

Reading Expectations

All children are given a weekly home reading book: in EYFS and Key Stage 1, a phonic or decodable book is given but in Key Stage 2, children are read a book banded reading book. If needed, some Key Stage 2 children will be given a phonic book which is high interest but low level.

All children are expected to read at least three times per week at home and bring in their reading journals and book daily. Parents are also expected to sign their child's diary. Every week, the class teacher will check, and sign reading diaries and complete a weekly reading log. Children who do not read at least three times per week and/or have their reading diary signed, will receive a teacher reminder, text message or email from the office as per the Home Reading agreement (appendix 1).

From Year 2 -6, the weekly reading focus or VIPER skill and question stems will be shared to support the application of the reading skills at home.

Responsibilities

The school will ensure that home learning is an integral part of the curriculum; is planned and prepared alongside all other programmes of learning. Home learning provided will be varied and include a range of learning opportunities in order that learners are motivated and inspired to complete their challenges.

Learners will demonstrate a commitment to spending an allocated time doing the tasks set.

Parents and carers are expected to encourage and monitor home learning, informing the school if an issue arises.

A set of home school pledges have been created to outline the expectations of all stakeholders in relation to home learning.

How parents can support their child:

- ✓ Make it clear to your child that you value home learning opportunities and support school by clarifying how it can help their learning.
- ✓ Discuss tasks when they are completed.
- ✓ Become actively involved in reading and simple games aimed to develop literacy or numeracy skills.
- ✓ Encourage your child and praise them when they have completed home learning.
- ✓ Provide a reasonably peaceful, suitable space for your child to do their home learning either together with you in the case of younger children, or alone undisturbed for older children.
- ✓ Ensure comments are added to the Reading Log.
- ✓ Read regularly to your child.

Monitoring and evaluation

- Completion of home learning by individual learner – reading diaries and online record keeping systems e.g. My Maths.
- Reading journals will be periodically reviewed by the Senior Leadership Team.
- Parent questionnaire bi-annually.
- End of year report comments (including where home learning has not been completed).



The teachers:

- We will provide a weekly phonic related (KS1) or book banded (KS2) weekly home reading book.
- We will teach decoding, fluency and comprehension skills.
- We will ensure children read from a range of genres: narrative, non-fiction and poetry.
- We will develop children's comprehension about a text using the VIPERS reading skills.
- We will listen to children read regularly aloud and promote a love of reading.
- We will provide opportunities for children apply their reading skills across the Curriculum.
- Read a daily class text.

The Parents:

- I will listen to my child read daily and ask questions using the VIPERS question stems: <https://www.dosthill.org/page/?title=Reading&pid=33>
- I will sign and comment in my child's reading diary at least three times per week.
- I will ensure my child's reading diary and book is in school daily.
- I will support and ensure that my child completes their reading home learning: Phonics (KS1) and Reading comprehension (Y2-6).
- I will read regularly to my child.

The children:

- I will bring my diary and home reading book to school every day.
- I will read my home reading book at least three times per week at home.
- I will look after my home reading book.
- I will complete my reading 'Comprehension Home Reading' (Y2-6) or Phonic Learning (Reception-Year 1).
- I will change my reading book at least once a week (if appropriate in KS2).

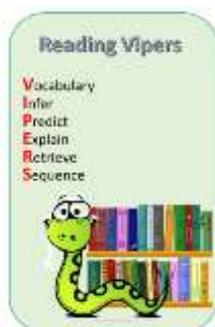


If I read at least three times per week - I will be awarded a bonus gold star.



Key Stage One

Key Stage Two



Why is reading so important?

Nothing is more important in education than ensuring that every child can read well. Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. Those who cannot will find themselves at constant disadvantage. (Nick Gibb MP)

What happens if I do not read and sign my diary at least three times per week?

Parent to read, comment and sign their child's reading diary.
(At least three times per week)



Step 1: Teacher reminder.
Step 2: Text message sent home.
Step 3: Phone call home.

7 Top Tips to Support Reading at Home:

- 1 Concentrate on reading quality (it isn't all about reading lots!)**


Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!
- 2 Ask your child lots of questions**


All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'
- 3 Ask your child to make predictions about what they have read**


If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'
- 4 Ask your child to summarise what they have read**


When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'
- 5 Ask your child to write about what they have read**


Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.
- 6 Read and discuss reading with friends or family**


Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'
- 7 Maintain the motivation to read**


Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'