

CROSSHALL JUNIOR SCHOOL

HOME LEARNING POLICY



PUBLISHED: SPRING 2022
REVIEW DATE: AUTUMN 2025

The purpose of this policy is to:

1. ensure consistency of approach throughout the school;
2. ensure progression towards independence and individual responsibility;
3. ensure parents/carers have a clear understanding about expectations for themselves and the children;
4. extend and support learning;
5. provide opportunities for parents and children to learn and enjoy in partnership.

Why Home Learning is Essential

At Crosshall Junior School our children are expected to attain the very highest standards in all that they do, and this includes the activities they undertake out of school.

We aim to raise the achievement of all children and believe that Home Learning is a vital link in the working partnership between children, parents, and staff in pursuing success for all.

Learning at home is an essential part of good education. Regular home learning is important, as it gives children the opportunity to practise at home the tasks done in class, or 'pre-learn' something forthcoming in class, and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and later in adult life.

Worthwhile tasks that are completed at home enable children to appreciate the help and support of their families in **'thinking together'** and enable parents to help and be involved in their children's education. It also has an important role to play in reinforcing and extending the learning and teaching that has taken place in the classroom.

Home Learning is not just exercises carried out by children on their own; it is the involvement of parents in joint activities, which is most valuable.

Aims

- To foster a close link between parents, school, and the wider community to inform and encourage participation
- To widen children's learning experiences and to raise the awareness of parents to the availability and variety of additional learning resources e.g., town library, ICT, seeking the experiences of others
- To reinforce, consolidate and extend the learning experience within the classroom and to help teachers monitor its effectiveness
- To promote self-confidence, self-discipline, motivation, and responsibility in planning, organising, and delivering through independent learning
- To complete unfinished tasks when appropriate
- To promote a successful transition between primary and secondary education
- To raise awareness that school is only part of the life-long learning process and therefore to extend school learning, e.g., through additional reading
- To enable more rapid progress to be made
- To encourage parents to become more involved in their children's learning

Making Home Learning Successful

Successful home learning depends on many factors such as:

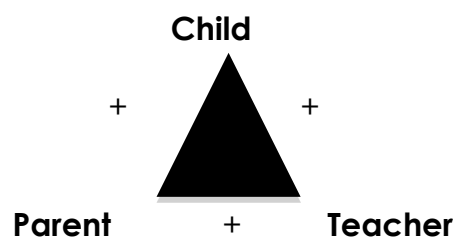
- how interesting or engaging the task;
- what kind of day the child has had at school;
- when the task is due to be returned;
- the task's length and challenge;
- the place where the task is done;
- the time when it is done;
- how much encouragement and support a child gets at home.

This is a powerful mix of factors and not always easy to get right, so what needs to be done and who is responsible?

The Power of Three

The responsibility for each child's education rests with three key people:

- the child;
- the parent;
- the teacher.



Replace any plus with a minus and learning becomes less effective.

The single most important ingredient of success at school relies on the power of three to work together well.

Responsibilities of the Teachers

- To make available appropriate Home Learning tasks which are interesting and at the right level
- To ensure that passwords to access online resources (such as G Suite, Century, Times Table Rock Stars...) are appropriately administered
- To ensure children can access, choose, and complete learning at home
- To check that learning at home has been done and, where suitable, give feedback
- To celebrate, recognise and reward effort and successful learning
- To allow children who are unable to complete learning tasks at home the opportunity to complete them in school (this may be at 'Home Learning Club', where electronic devices and adult supervision are provided)
- To follow-up parental concerns
- To contact parents/carers when it appears that learning at home is not taking place
- To ensure that there is no holiday Home Learning, though advice or activities which are non-compulsory may be provided

Responsibilities of the Child

- To listen carefully to instructions
- To ensure that necessary books and equipment are not left at school
- To ensure that passwords to access online resources are accessible
- To print out the task/s if necessary
- To tackle tasks promptly and with a positive attitude
- To make the time to complete work to his/her highest standards

- To discuss difficulties with the teacher as soon as they arise
- To ensure parents know the task/s that are available and to ask for support if necessary
- To ask parents to check and feedback to school, if necessary
- To make full use of all the opportunities with which they are presented

Responsibilities of the Parents

- To know what the school expects of children and parents
- To support the school in explaining to their child that Home Learning is valued and aids learning
- To talk to their child about what he/she is learning and **to be actively involved** in the Home Learning (but not do the work for him/her!)
- To provide somewhere peaceful for their child to work without the distractions of television, other family members and pets
- To provide suitable equipment, a clear table space and good light
- To encourage their child to always do his/her best and praise him/her when Home Learning is completed
- To listen to any worries and to get in touch with the school as necessary
- To support their child, by promoting that he/she completes work each week
- To try to arrange supporting activities such as going to the town library or visiting museums/galleries
- To check and comment as necessary on their child's Home Learning when they are satisfied that it is of an acceptable standard

Tasks

It is expected that children will complete learning at home each week. The teacher **will not 'set' all tasks** that need to be completed but will expect learning to have taken place.

Reading

Every child has access to the school library during timetabled class sessions, breaks and lunchtimes as well as during other class time. They should always have access to two of our school library books, at least one of which will be at their appropriate AR Level. At least five times a week, and preferably daily, children should read with an adult or read independently and have an opportunity to discuss their reading with an adult.

The evidence of this reading can be seen by class teachers in Reading Diaries and/or in the data provided through AR Quizzes.

Spelling

Each term, every child will be provided with a booklet of spelling lists. These lists are linked to spelling patterns the children need to learn and become fluent in using. Spelling tests are conducted weekly, and children are tested on the spellings learned over the previous 7 days. As well as learning the meanings of words and how to spell them, the focus should be on learning the rule or pattern.

The evidence of learning these spelling patterns and rules will be seen by class teachers in spelling test scores and in children's wider written work.

English

In addition to Grammar and Punctuation activities available via Century, children may choose to write a piece of creative writing, a diary entry, set of instructions or other text type. They could complete this on paper, in Google Docs or another

online platform. The prompt for writing may be set by the child, a parent or from an online site such as 100WC.net or Pobble365.

The teacher will see that this has been completed through Century or if written work is shared with them online or handed to them to read.

Maths Curriculum

The Century website is accessible by all pupils. On the site there are a range of activities that cover each year group's curriculum. Sometimes, children may be able to choose their own activities, or, at other times, the class teacher may set more specific activities. These may be consolidation of something taught or pre-learning of topics soon to be taught.

The evidence of spending time on Century can be seen by class teachers on their own Century account. On a class and year group basis, engagement with and achievement in Century will be rewarded.

Times Tables / Number Bonds

The Times Table Rockstars (TTRS) website is accessible by all pupils. The activities on the website are engaging and enable pupils to improve the speed at which they can recall vital times table and division facts (the National Curriculum expectation is for children to know these by the end of Year Four). Pupils can also review the times tables they are more and less familiar with.

Additionally, the NumBots website is also available to all pupils. The activities on the website are engaging and enable pupils to improve the speed at which they can recall vital number bonds facts (the National Curriculum expectation is for children to know these by the end of Year Three).

The evidence of making use of the Times Table Rockstars and/or NumBots website will be seen by class teachers on their own account. The teacher will be able to see 'coins' being earned, time spent on activities and improvements in speed of recall.

'Other'

Of course, children may complete music, art, geography, or other work at home. Class teachers welcome the opportunity to see this as it helps to build our view of the 'whole child'. If pupils show their class teacher any work they do at home, it will be appreciated and acknowledged. These tasks may even meet Future Me Pledges. Science subject knowledge can be reviewed and reinforced via the pupils' Century accounts.

Some children may have specific needs in relation to their learning. For example, they may find a particular concept in maths difficult to pick up. To support these children, on occasion, teachers may set additional home learning to support the child with their learning. Teachers will discuss this with parents at an appropriate time.

The school appreciates that many children have other clubs and activities that they do each night, so they should spend no more than two hours in any week on these tasks combined.

Each term, the 'Curriculum Information' for each year group will be made available on the school's website and included in our emails to parents.

Differentiation

- Weekly reading, spelling/phonics will be set according to ability
- Times Table Rock Stars, NumBots and Century have levels built within them

- Open ended tasks (writing for example) and the element of choice (work on Century one week and TTRS the next, for example) will allow for differing levels of ability
- Children with specific Special Educational Needs will access tasks by suitable differentiation

Time allocations

In addition to reading at least five times a week, it is expected that children will spend **at least** the following times on home learning activities each week.

Year Group	Spelling / Phonics	Completing tasks on Century	Times Table Rock Stars / NumBots	Approx total time spent
Year Three	Weekly (15 mins)	30 minutes per week	15 minutes per week	60 minutes
Year Four	Weekly (15mins)	30 minutes per week	15 minutes per week	60 minutes
Year Five	Weekly (15 mins)	45 minutes per week	---	60 minutes
Year Six	Weekly (15 mins)	60 minutes per week	---	75 minutes

Assessment / Marking

Feedback for children, parents or carers and teachers

This is given in several ways:

- immediately by parents or carers;
- automated online tools (such as TTRS and Century)
- discussion in class where the task is a part of the class work;
- through tests such as times tables or spellings;
- completion of spelling activities;
- use of learned information in class such as using learned words in writing;
- children marking their own work;
- children reviewing the work done in small groups;
- Formative Assessment methods such as self-evaluation, peer evaluation and parental evaluation;
- presentation in class and school assemblies;
- further showcasing;

Teachers encourage and praise Home Learning which is completed regularly (each week) and to a good standard.

Children not completing Home Learning

Parents/Carers will receive a phone call or email if a child appears to not be learning at home. The expectations set out in this policy will be reiterated. The parents may be able to explain what learning is being carried out at home. The class teacher may need to remind the pupil and parents what Home Learning opportunities are available. The child may be directed to Home Learning Club.

Home Learning Club

This is at lunchtime. The aim of this is to support children who have been unable to complete their activities. At this time, internet access will be made available, and an adult will be present, but may not necessarily be able to offer direct support.

Review and Monitoring of Home Learning

As with all school activity, parents/carers are invited to discuss any queries with their child's class teacher. Teachers are always interested to know how children carried out activities, whether they were too hard/ too easy/ interesting, etc.

It is important that children enjoy their experiences at school and home.

The Heads of Year and Assistant Heads will monitor the consistency of approach across each year group, across the school and the stages, including the implementation of the policy.

There will be communication with parents to review the policy through Parent Child Learning Reviews and the annual questionnaire, which is published with the end of year report.

The school will ensure that a copy of our Home Learning Policy is on the school website.

CROSSHALL JUNIOR SCHOOL

Dear Parent/Carer

Your child appears to be not completing learning at home as part of our Home Learning expectations.

He/she has not completed the following:

- o maths
- o writing/grammar
- o reading
- o spelling/phonics
- o science
- o other

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Home Learning is not just exercises carried out by children on their own; it is the involvement of parents in joint activities, which is most valuable.

If you would like to discuss the situation, please contact me via the School Office.
By we would hope to see that there has been some Home Learning completed.

Thank you for your support.
Yours sincerely

**Please acknowledge receipt of this email.
A copy of the Home Learning Policy accompanies this email.**