

## Woolenwick Junior School Home Learning Policy V4

|                            |                              |
|----------------------------|------------------------------|
| Policy Name                | Home Learning                |
| Created by                 | Woolenwick school            |
| Responsibility of          | School Improvement committee |
| Reviewed by                | MK                           |
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| Approved by Governing body | 31 /1 18                     |
| Policy will be published   | website                      |

### **Version History**

| Version | Amendments        | Date     | Author |
|---------|-------------------|----------|--------|
| V1      | Original document |          |        |
| V2      | Reviewed          | March 12 | CH     |
| V3      | Reviewed          | Nov 12   | CH     |
| V4      | Reviewed          | Jan 18   | MK     |

### **HOME LEARNING POLICY**

At Woolenwick Junior School, we know that learning goes on everywhere. Learning is for life and not just a school activity. Therefore home learning forms an important bridge that links learning at school and at home.

#### **Aims of the Policy**

To ensure that we:

- have consistent, standard and manageable practices;
- all have a clear understanding of why and how home learning can support teaching and learning;
- create tasks which are specific and focused on the learning taking place in school. This is when they have the most impact.
- have a carefully balanced home learning programme is beneficial for children because:
  1. it gives parents opportunities to be directly involved in their child's learning;
  2. reinforces the partnership between home and school;
  3. consolidates skills learnt in school;
  4. give opportunities to extend learning

The implementation of the policy is the responsibility of all staff, overseen by the Teaching and Learning Coordinator.

### **Definition and Purpose of Home Learning**

The term 'home learning' refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers. Levels of home learning will increase as the children pass through the school. Children need support to ensure home learning and completion of home learning is a positive experience.

Research over time with regard to homework shows that the type of home learning set has a positive impact on pupil learning and the type of work set that does not. It has been shown that the more traditional models of homework (a set of question, a worksheet) has little to no impact to a child's progress. It can result in a lack of enthusiasm from the child.

Parents play an important role in supporting their child's learning. The greater the engagement of parents' links to the greater success of pupil's at primary school level.

For this reason, Woolenwick Junior School follows the process of setting a 'Home Learning Project' over a six-week period. Within this 'project', children are expected to complete a range of topics and can select from given activities in order to allow them more flexibility and ownership of their learning at home. This also helps develop independence and a love of learning with creativity. With greater ownership over what they learn, children absorb the information in greater depth. This is covered further in the policy and can be seen in appendix 1.

Other areas of home learning do require a need to practise, such as reading and to recall facts, such as spellings and times tables. These are also incorporated into our expectations on a child for home learning. This allows them to consolidate key facts, whilst also practising skills.

**The key purpose of home learning is to support the child in their learning journey.**

Home learning should:

- consolidate and reinforce skills in English and mathematics;
- promote independence
- extend school learning beyond the classroom;
- encourage pupils to develop confidence and self-discipline to study on their own;
- encourage children to manage their time effectively (particularly in Upper Key Stage Two) in preparation for Secondary school;
- develop an effective partnership between the school and parents/carers;
- encourages children to share their learning with people at home;
- develop perseverance – staying with a task until it is complete
- develop positive attitudes towards lifelong learning.

### **Outline of home learning and Home Learning Projects**

## **Reading**

All children will have at least one book from the reading scheme and/or a reading book from the school library. We will try to hear children read at least once a week in school and change finished reading books as quickly as possible (see English policy for more details). Every classroom will have a system for children to put finished reading books in a box, which can then be changed.

At home children need to:

- be heard to read regularly (a minimum of 3 times a week - however the more the better!) A reading session should be about 15 minutes;
- discuss the book, talking about the vocabulary, plot and characters (questions are available in the reading record book and in many of the reading books themselves);
- make sure an adult signs (and comments ) in their reading record book;
- read other texts such as the newspaper, a magazine or an e-book. These can be recorded and signed off in their reading record book.

*Remember it is essential children are reading for understanding – it should not be seen as a race to get through the reading scheme!*

## **Spelling**

Every day, children should bring their Spelling Log and Learn book home. This book contains spelling rules and associated words the children need to learn. These words are appropriate to the child's age group.

The Spelling Log and Learn book needs to be signed once a week to show the child has practised their spellings three times during the course of the week. This may be them practising the words at home, or finding other words that follow the same spelling rule.

The Spelling Log and Learn book should be in school each day. The children will be asked to hand it in and either the teacher or teaching assistant will mark down if the child has been practising. If they have not gained a signature to show they have practised three times during the week, then they may be told to use a break time or their golden time to practise.

## **Multiplication tables**

The school has purchased a programme called TimesTables Rockstars. This is an online programme which can be accessed through <https://trockstars.com/>

The children are given time to use Times Tables Rockstars during the school week – a 15 minute session one afternoon a week. Activities are then set for home learning by the class teacher appropriate to the needs of each individual child.

The children will be expected to complete ten games via the Times Table Rockstars website or APP which can be downloaded by parents for free on to Smart phones or tablets. If children cannot access a computer or other technology at home, parents/carers are expected to let the teacher know and they will then ensure the games are sent home as sheets.

Times Tables are tested fortnightly. Those children who have mastered their times tables will move onto division facts. Each class, by calculating a mean of all the children's scores, is aiming to win the 'Times Tables Champ Cup', which is announced in Friday's Gold Book Assembly. There is a 'cup' for Year 3/4 and a 'cup' for Year 5/6.

Times tables are learnt in the following order: 10, 5, 2, 3, 4, 9, 6, 7, 8, 11, 12. This follows the Big Maths scheme the school follows for developing mental maths and fluency across the school.

Every child should know which times table they are learning. They will need to be able to quickly recall the facts, in a random order.

### **Home Learning Project**

See appendix 1 for an example of Home Learning Projects for each year group.

The Home Learning Project is set a couple of weeks into the start of a new term. It should come out to the whole school on the same day.

A deadline date will be set for 6 weeks later – again this will be the same across the whole school.

The children will be given an A4 sheet of paper – this will outline 6 different subjects (English and Maths will always be included) and within each subject 2 or 3 tasks will be identified.

The children need to pick one task from each subject. However, if the children wish to do more than 6, they can do.

There will be a wide variety of activities to suit the different learning styles. We aim to include many creative activities as well as including activities which involve writing.

The aim of the project is so that children take ownership for their learning and allow their imagination to run wild! We also encourage parental/family engagement with some of these tasks as this is great for exploring learning and showing children that home and school work in partnership.

### **Additional homework**

On occasion children may be set additional homework. This could include:

- learning words for a class assembly;
- writing a speech e.g. to be a school councillor;
- finishing off work started in class;
- extending topic work.

### **Marking home learning – rewards and sanctions**

The Home Learning Project will be marked using the template shown in appendix 2.

This will be marked by the time outlined in the letter sent home – usually no later than 3 weeks after the deadline date (the weeks do not include any school holidays).

Stickers/house points may be given as an additional reward for excellent Home Learning Projects.

Those children who do not complete homework satisfactorily or hand it in later repeatedly, will be asked to do or re-do their homework at playtime or lunchtime.

The school also runs a weekly supervised home learning club. Children may volunteer to attend this club or may be asked to attend by the teacher.

If a parent/carer has any queries about home learning, they should encourage their child to ask the class teacher or teaching assistant. If they are still unsure, the parent/carer should make an appointment to discuss the matter with the class teacher.

### **Roles and Responsibilities**

#### **Governors**

- to ensure that the school shares, implements and monitors this policy
- to ensure that the policy is reviewed at least every 3 years or more frequently if appropriate.

#### **The Headteacher**

- to ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning

#### **English, Mathematics and Teaching and Learning Coordinators**

- to ensure the effective implementation of this policy.
- to regularly monitor the implementation and effectiveness of this policy
- to provide feedback to Governors on the effectiveness of this policy

#### **Teachers and Teaching Assistants**

- to implement this policy and follow the identified guidelines.
- to answer children and parent/carers' queries within a timely manner.
- to ensure that children's home learning is marked appropriately, positively and within appropriate timescales.
- to provide workbooks for scrutiny as required and to act on any feedback given.

#### **Parents and Carers**

- Providing a suitable place where your child can do their home learning, somewhere reasonably peaceful, with supervision if appropriate
- Make it clear to your child that you value home learning, and support the school in explaining how it can help raise attainment
- Providing activities that support the activities set by the teacher
- Ensure and check that tasks are completed on time and to a suitable standard
- Being actively involved in joint home learning activities with the children
- Contact the children's class teacher if they have any questions or contact the headteacher if they have queries of a general nature regarding homework. If parents wish to make a complaint about the school homework policy or the way it is implemented, parent should contact the governing body

#### **Pupils**

- Do their best to complete task as instructed.
- Ask for help as appropriate.
- Gain increased motivation and enjoyment through home learning.

### **Inclusion**

All children will have access to homework or that is relevant to their current stage of learning.

### **Equal Opportunities**

All children are provided with equal access to homework. We aim to provide suitable learning opportunities regardless of gender, religion, ethnicity or home background.

## Appendix 1 – all year groups example of project

**Maths**

- Solve the maths puzzles page. PL
- Create a visual poster on how to complete a subtraction or addition question. CL



**Art and Craft**

- Research and create a moving toy of your choice. This does not have to be pneumatics. RL
- Make a sunset silhouette picture of Ancient Egypt. PL

### Year 3 Spring Term Home Learning Project.

- ❖ The date your project needs to be handed in by is **Friday 2<sup>nd</sup> March**
- ❖ Here is a selection of activities you could complete alone or with someone at home.
  - ❖ You have **6 weeks** to work on this project and can display your learning how you wish to - be creative!
  - ❖ We ask that you attempt at least six activities making sure one activity from each section is completed.
- ❖ The letters that you see next to some of the tasks mean: RL - recent learning, CL - current learning, PL - pre learning

**P.S.H.E and R.E**

- Create a graphic novel showing how to conquer cyber bullying. RL
- Create a stained glass window depicting Jesus and write a paragraph describing how you have created him. CL

**Topic**

- Create a tableaux/display of an Ancient Egyptian Pharaoh of your choice. PL
- Create a 2D or 3D representation of an Ancient Egyptian God of your choice. PL

**Science**

- Draw a scientific sketch of a fossil and write step-by-step guide of how fossils are created. PL
- Plan and conduct an experiment about magnetism CL

**English**

- Create a non-chronological report of an animal of your choice. CL
- Learn a poem off by heart to perform in front of the class. PL

### Maths

1. Explore patterns and laws of divisibility in multiplication tables and links between multiplications. (Eg look for patterns in the 5 times table. What do you notice about the multiples? Are there any patterns? Are there any rules? Are there any links to other multiplication tables? CL
2. Plan and work out the costs for a birthday party. Present your plan on paper. Fewer point or large display card etc. PL
3. Find out about factor pairs and multiples for a multiplication table of your choice. PL



### English

1. Design and write a description of your own mythical creature. PL
2. Write your own Myth. PL
3. Write a persuasive letter to Charlotte's father, encouraging him to spare Wilbur's life. CL

## Year 4 Spring Home Learning Project.

### PSHE

1. Write a rap, song or poem to show what a good friend is. CL
2. Draw a comic strip of yourself doing things you enjoy. CL

- ❖ Here is a selection of activities you could complete alone or with someone at home.
- ❖ We ask that you attempt six activities making sure one activity is completed from each section.
- ❖ You have between now and the due date to work on this project and can display your learning how you wish to - be creative!
- ❖ The letters that you see next to some of the tasks mean:  
RL - recent learning, CL - current learning, PL - pre learning
- ❖ The date your project needs to be handed in by is **Friday 2nd March.**

### Topic

1. Research Roman baths and display ~~your~~ learning creatively. CL
2. Write a comparison between the Roman soldiers and the Celts. CL
3. Write a letter as a Roman to a family member at home. CL
4. Design and make a Roman or Celtic outfit. CL

### Science

1. Plan and carry out your own experiment testing pitch. (High/low notes.) CL
2. Research and present your findings on Alexander Bell and his contribution to the telephone. PL
3. Research how gossies are used in everyday life? PL

### Reading

1. Write a diary entry as a character in Charlotte's Web. CL
2. Compare Wilbur and Charlotte. Which would you rather be and why? CL
3. Read a book by an author you wouldn't normally read. Identify words that are new or exciting. Use a dictionary to write a definition and use the word in a sentence. CL

If you are unsure about any of these activities, please see your child's class teacher.

### Maths

1. Show me examples of fractions in real life. PL
2. Choose one of the four operations and write steps to success to solve a mathematical problem. CL
3. Always, Sometimes, Never.  
When you add two numbers you get the same result as when you multiply them. Investigate.



### English

1. Write your own rap poem. CL
2. Write a discussion text which states your arguments for and against wearing school uniform. CL
3. Write a newspaper report about the Viking raid on Lindesfarne or about the First Moon landing.

### Art & D&T

1. Create a mood board for toys which use a cam mechanism. CL
2. Create a Viking character.  
Be creative! CL

- ❖ Here are a selection of activities you could complete alone or with someone at home.
- ❖ We ask that you attempt six activities, making sure one activity is completed from each section.
- ❖ You have 6 weeks to work on this project and can display your learning how you wish to - be creative!
- ❖ The letters that you see next to some of the tasks mean:  
RL - recent learning, CL - current learning, PL - pre learning
- ❖ The date your project needs to be handed in by is **Friday 2nd March 2018**.

## Year 5 Spring Home Learning Project.

### PSHE

1. Create an anti-bullying poster. PL
2. Create a collage for all the things which make you feel good. PL

### Science

1. Create a fact file for a planet in the solar system. Be creative. PL
2. Make a model of the Solar System. PL
3. Draw an annotated diagram to show how aeroplanes are designed to stay in the air, or boats are designed to float. PL

### Topic & RE

1. Make a model of a Viking Longship. CL
2. Write a diary entry for the day in the life of a Viking. CL
3. Create a fact file about Jesus and his 12 disciples. PL

If you are unsure about any of these activities, please see your child's class teacher.

## Year 6 Home Learning Project.

- ❖ Here is a selection of activities you could complete alone or with someone at home.
- ❖ We ask that you attempt six activities making sure one activity is completed from each section.
- ❖ You have 6 weeks to work on this project and can display your learning how you wish to - be creative!
- ❖ The date your project needs to be handed in by is 1<sup>st</sup> December.
- ❖ The letters you see next to some tasks mean:

RL - recent learning.

CL - current learning.

PL - pre-learning



### English

1. Write a comic strip for a super-hero. RL.
2. Write a persuasive letter to someone you know. RL.
3. Research and share your favourite poem/poet and explain why you like it/them. PL

### PSHE

1. Create a presentation on the things you have learned about risk, hazards and safety at crucial crew. RL.
2. What does mindfulness mean to you? Show us in a creative way. RL.

### Maths

1. Using your times table rockstars login -improve your baseline time. PL.
2. Record the temperature at two different times of the day over the course of two weeks. What's the same? What's different? What do you notice? CL
3. Write down/draw/express everything you know about the number eight. CL

### D.T/Art/craft

1. Re-create a picture by your favourite artist. RL.
2. Follow a recipe and bake some decorative biscuits.

### Geography/Science

1. Explain where in the world you would like to go and why. RL.
2. Create a working model of a volcano. PL
3. Create your own sundial. PL

### Reading

1. Design your own front cover for a book about one of your friends.
2. Create a character profile on someone in a book you have recently read.
3. Present information about your favourite author.

**Appendix 2 – marking feedback template**

**Home Learning Project Feedback**  
**Summer Term**

Name: \_\_\_\_\_

|                                    |  |  |  |  |
|------------------------------------|---|---|--|---|
| <b>Effort</b>                      | You've worked incredibly hard on all pieces of learning.                          | You've worked hard on all pieces of learning.                                     | You've worked incredibly hard on most pieces of learning.                          | You have not worked on the pieces set or have only worked on a few.                 |
| <b>Quality of presentation</b>     | All pieces are really well presented.   | All pieces are well presented.  | Most pieces are well presented.  | Some are well presented although not all have been tried.                           |
| <b>Knowledge and understanding</b> | All of your pieces show good or better knowledge and understanding.               | Most of your pieces show good or better knowledge and understanding.              | Some of your pieces show sound knowledge and understanding.                        | Unfortunately you have not shown what you know and understand.                      |

**Additional comments:**

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