



Oakwood Primary School

Home Learning Policy

Ratified by Governors on 30 November 2017

Why we have this policy

- As a school we feel it is important to set out clear expectations of how learning at home can consolidate, support and extend learning

Aims of this policy

- To help promote our belief that learning happens in a variety of contexts;
- To make sure all members of staff, parents and others involved in children's learning understand how they can make learning at home as effective as possible;
- To develop consistency across the school in strategies we use to promote home learning.

Purpose of Home Learning

We believe that home learning has several purposes at Oakwood Primary School:

- To provide children and parents opportunities to learn together
- To support children in making progress in basic reading, writing and maths skills
- To consolidate learning that has taken place within school
- To encourage independent learning
- To provide extension opportunities in order to accelerate progress
- To provide children with creative opportunities beyond the classroom
- To prepare children for the demands of secondary school

Types of Home Learning at Oakwood

- **Reading (All Year Groups)**
- **Basic Skills Logs (All Year Groups)** - mental maths, spelling, and handwriting

And, in addition...

- **Pick'n'Mix Tasks in KS1**
- **Bite-Size Tasks in KS2**
- **Home Learning Projects (Y1 - Y6)**



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Reading (All Year Groups)

Developing of a love of books and reading is one of the most important lifelong learning habits we can instil in our children. As such, reading at home is the most important home learning activity that children should do.

Children should read to adults or to other children. Children should be read to by adults or other children. Children should read as wide a variety of texts as possible - even Year 6 are not too old for a bedtime story.

Most importantly, reading should be fun - if it feels like a chore, take a break.

Children are provided with a Reading Log to allow them and adults at home and school to keep track of the books they have read.

There is no award system attached to the Reading Log, although children are rewarded and praised for using it regularly. It offers an opportunity for children, adults in school and adults at home to write comments about the child's reading.

In school, children are taught about the sorts of comments they should make.



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Basic Skills Logs (All Year Groups)

Our logs system is in place to support children with learning, practising and consolidating a progression of basic skills. They are independent, and therefore can be completed at the child's own pace.



Mental Maths (All Year Groups)

Children are provided with a **Mental Maths** log. There is a reward system of badges that the children earn on completion of each log. The system begins with **Rockets** in Year R, and then **Stars** and **Planets**, which are predominantly for Key Stage 1 children. These focus on basic number skills, such as counting on and backwards, number bonds and doubling and halving.

Children then move onto **Bronze**, which is the learning, memorising and application of times tables facts up to 12 x 12. We aim for children to have completed this log by the end of Year 4. They can then progress to **Silver, Gold, Platinum** and **Challenge** logs.



Spelling (Years 1 - 6)

Children are provided with a **Spelling** Log in Year 1, which works alongside spelling and phonics lessons in class. Although these are independent logs, the colours are year group linked and cover spelling patterns and key word expectations from the curriculum. As such we encourage children to complete the log whilst in the following year groups:

Red	Year 1	White	Year 2
Yellow	Years 3 and 4	Green	Years 5 and 6

Children earn badges on the completion of each log.

In Year R, children are provided with a phonics activity sheet which complements the classroom learning.

- **Handwriting**

Children are provided with a **Handwriting** log in Year 1. We encourage the formation of cursive letters, into the development of a confident, fluent and legible handwriting style. Children begin with the **Red** log, and work through **Orange, Yellow, Green, Blue** and **Purple**, earning badges as they go. Increasingly, they are encouraged to present **published** pieces of writing and to take pride in their presentation.



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Basic Skills Logs Expectations

Children from Years 1 - 6 are expected to practise basic skills from their logs at home a few times a week. They are expected to have their logs in school with them **every day**, and to take them home every evening. Children are given a **wallet** to store their logs for easy transportation.

Every child should have their logs monitored regularly at school. However, if they are ready to be tested sooner, they can independently ask any adult in school.

Once a log is complete, it needs to be brought to the Head, Deputy Head, Assistant Head or a Phase Leader, so that a **random test** can be conducted before the award of the badge. If, at this stage, they are not quite ready for the award of the badge, they are encouraged to practise a little more, with support from their class teacher or teaching assistant if necessary, and to return at a later date.



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Home Learning Projects

Home Learning Projects are an opportunity for family learning and discovery, time to play and work together!

In weeks when Home Learning Projects are "live", children will not be set other Home Learning Tasks, but are still expected to **read** at home and practise their **Basic Skills Logs**.

Home Learning Projects are set **twice** per year, from Year 1 - 5. (These will **not** be set in Autumn 2 to avoid Christmas or Summer 2 to avoid what is already a busy term leading up to transition.)

Year 6 will be set a single Home Learning Project in Autumn 1. This avoids their statutory testing period and activities related to transition to secondary school.

The projects span several weeks and are closely linked to the topic children are studying in class for that half term.

The projects provide children with an opportunity to be more creative, to learn how to manage time effectively to meet longer term deadlines and to learn collaboratively alongside adults at home.

There will **always** be a range of choices about how children and families can approach the task and we welcome creativity and innovation if you decide to do something completely different!

Home Learning Projects are celebrated in school and in an online gallery on the school blog for parents.

Children may also be awarded House Points or certificates to reward effort and good quality work.



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Pick'n'Mix Tasks in Year R and Key Stage 1

Pick'n'Mix Tasks provide children with more regular opportunities to consolidate and extend learning. They are age-related.

Year R

In Reception, during Spring Term, children are provided with a selection of optional activities that they might enjoy completing at home. There is also opportunity for parents to share examples of **Wow** moments through the **Tapestry App**.

Key Stage 1

Children are provided with a half-termly selection of learning activities that they are encouraged to complete at home. At the end of the half term, children will be given an opportunity to share what they have done with their peers. If they choose to, they may share photos, videos, writing or drawings.

Children are encouraged to complete as many activities as possible, and may be rewarded with House Points or stickers for good effort. Teachers will keep records of which children are completing tasks, as they support progress. We know that children who regularly complete home learning tasks make better progress, but there is no sanction for not completing these tasks.





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Bite-Size Tasks in Key Stage 2

In Key Stage 2, children are provided with weekly tasks to complete. These will usually have a maths or English focus, but may occasionally cover other curriculum areas that are being learned in class that week. Many tasks require no marking, or are peer marked as part of a wider class discussion.

We know that children who regularly complete home learning tasks make better progress.

In Years 3 and 4, there is reward for completing the tasks, but no sanction for not completing them.

In Years 5 and 6, there continues to be reward for completing the tasks, and in addition we will build the expectation that children complete the tasks as set, and that parents support this. This is important for building self-discipline and organisational skills, transition to secondary school and, eventually, into the world of work. There is no sanction for not completing tasks at home, but as home learning is part of our curriculum, if it is not completed regularly, we will talk to parents about the best way forward.

Teachers will keep records of which children are completing tasks regularly, as they support progress, and may reward consistent effort with House Points or stickers.

Year 6 will also occasionally be provided with additional home learning for revision.





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Additional Home Learning

Occasionally, in consultation with parents, children may be provided with additional homework for a specific reason. For example, if a child is struggling with an element of their learning in school, or if it is felt they would benefit from extra homework that can extend their learning in a particular area.



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Time Expectations

The amount of time children spend on home learning should be age-related. It should also take into account demands of family life and extra-curricular clubs and activities. However, the following is a guide:

Early Years (Year R)

Reading: every day
Wow Moments at least half-termly (via Tapestry)

Key Stage 1

Reading: every day
Basic Skills Logs: ten minutes twice per week
Pick'n'Mix Tasks: about 10 minutes per week

Lower Key Stage 2

Reading: every day
Basic Skills Logs: ten minutes 3 - 4 times per week
Bite-Size Tasks: about 15 minutes per week

Upper Key Stage 2

Year 5

Reading: every day
Basic Skills Logs: ten minutes 4 - 5 times per week
Bite-Size Tasks: about 20 minutes per week

Year 6

Reading: every day
Basic Skills Logs: 15 minutes 4 - 5 times per week (if required)
Bite-Size Tasks: about 45 minutes per week

Home Learning Projects

Time spent on these is dependent on family time commitments and the choices available within each project. Family time spent on a poem or a picture can be just as valuable as the full-scale model of the Titanic!