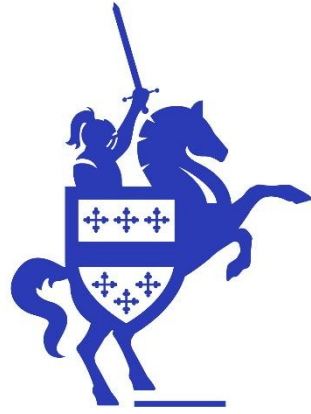




Newburgh
Primary School

Home Learning Policy

Newburgh Primary School
Policy on Home Learning (Homework)

1 Introduction

- 1.1 Home Learning (or homework) is anything children do outside the normal school day that contributes to their learning. Home learning encompasses a whole variety of activities instigated by teachers and parents to support the children's learning.

2 Rationale for home learning

- 2.1 We believe that Home learning is an important part of a child's education, and can add to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit from the complementary learning that they do at home. Indeed, we see home learning as an example of co-operation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that completing home learning is a way in which children can acquire the skills of independent learning.
- 2.2 Home learning can play a positive role in raising a child's level of attainment and confidence with their learning. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

3 Aims and objectives

- 3.1 The aims and objectives of home learning are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote co-operation between home and school in supporting each child's learning;
 - to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
 - to help children develop good work habits for the future.

4 Types of home learning

- 4.1 Staff and pupils regard home learning as part of the curriculum – it is planned and prepared alongside all other programmes of learning. For specific guidance on home learning, please refer to Appendix 1 and 2.
- 4.2 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach explained by the teacher.

5 Amount of home learning

- 5.1 As they move through the school, we increase the amount of home learning that we give the children. The exact times spent carrying out the home learning activities will depend on individual children and their abilities. However, children should not be expected to spend

longer than 30 minutes routinely on tasks as a matter of course. The time spent on home learning activities will include reading, spelling and maths activities.

6 Inclusion and home learning

- 6.1 We set home learning for all children as a normal part of school life. We endeavour to give adaptive tasks where necessary but accept that some children may require more adult support at home to complete these tasks as they would do in school. If your child is finding the home-learning tasks on a regular basis challenging then you would in the first instance talk to their class teacher and then the SENDCo.

7 The role of parents

- 7.1 Parents have a vital role to play in their child's education, and home learning is a part of this process. We ask parents to encourage their child to complete the home learning tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, and by discussing the work that their child is doing.
- 7.2 If parents have any questions about home learning, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher. Finally, if they wish to make a complaint about the school home learning policy, or the way in which it is implemented, parents should contact the chair of the Governing Body.

8 Use of ICT

- 8.1 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. or with a standard writing implement. We always make use of the ICT apps available to support your child's learning, if you need support with accessing these please ask.
- 8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Parents are advised always to supervise their child's access to the Internet and reinforce the message of 'Keeping Safe Online'.

9 Digital Reading Logs

- 9.1 We have chosen to use a digital reading log so that as parents you are able to simply and efficiently log your child's reading on an app on your phone. It will allow you and your child to be able to see the range of genres chosen to read and give you a fuller picture of their reading.

10 Monitoring and review

- 10.1 A named member of staff is responsible for co-ordinating and monitoring the implementation of this policy. At Newburgh Primary School this will be Mrs. K. Turner.

<u>Reception</u>	
Reading	We are using a digital reading record as this allows the children to develop a love of reading and understand what genre of books they enjoy. The records are to be filled in each time a child reads using the digital reading record.
Also see the Reception web-page for tasks to develop speech and language, oracy skills and numeracy fluency.	

<u>Year 1</u>	
Maths	Focus will be on number formation and confidently recalling number bonds to 10 and 20, with a space cadet program starting in the summer term.
Reading	We are using a digital reading record as this allows the children to develop a love of reading and understand what genre of books they enjoy. The records are to be filled in each time a child reads using the digital reading record.
Spelling	On Friday, children will be given a spelling test based upon the common exception words they have been learning that week.

<u>Year 2</u>	
Maths	Fluency of their number bonds will be developed and embedded through the space cadet program. From Summer term fluency of tables and division facts of 2x, 5x, and 10x will be secured and extended using the TT Rockstars program.
Spelling	On Friday, children will be given a spelling test based around the taught spelling rule. Children will be given 7 – 10 spellings to complete during their test. These spellings are sent home at the start of each half term, to allow children to practise their spellings prior to the test.
Reading	We are using a digital reading record as this allows the children to develop a love of reading and understand what genre of books they enjoy. The records are to be filled in each

	time a child reads using the digital reading record.
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<u>Years 3</u>	
Maths	Fluency of tables and division facts of 2x, 3x, 4x, 5x, 8x and 10x will be secured and extended using the TT Rockstars program.
Spelling	On Friday, children will be given a spelling test based around the taught spelling rule. Children will be given 7 – 10 spellings to complete during their test. These spellings are sent home at the start of each half term, to allow children to practise their spellings prior to the test.
Reading	We are using a digital reading record as this allows the children to develop a love of reading and understand what genre of books they enjoy. The records are to be filled in each time a child reads using the digital reading record.

<u>Years 4</u>	
Maths	In the summer term a mathematics task will be set on a Wednesday for the following Tuesday. Fluency of tables and division facts to 12X will be secured and extended using the TT Rockstars program.
Spelling	On Friday, children will be given a spelling test based around the taught spelling rule. Children will be given 7 – 10 spellings to complete during their test. These spellings are sent home at the start of each half term, to allow children to practise their spellings prior to the test.
Reading	We are using a digital reading record as this allows the children to develop a love of reading and understand what genre of books they enjoy. The records are to be filled in each time a child reads using the digital reading record.

<u>Years 5</u>	
Maths	A paper maths task will be set on Wednesday for completion by the following Tuesday. Tasks will be based on topics in class and general arithmetic. Fluency of tables and division facts to 12X will be secured and extended using the TT Rockstars program.
SPAG task	A paper SPAG task will be set on Wednesday for completion by the following Tuesday. Tasks will be based upon SPAG skills that are required and have been taught in KS2.
Spelling	On Friday, children will be given a spelling test based around the taught spelling rule. Children will be given 7 – 10 spellings to complete during their test. These spellings are sent home at the start of each half term, to allow children to practise their spellings prior to the test.
Reading	We are using a digital reading record as this allows the children to develop a love of reading and understand what genre of books they enjoy. The records are to be filled in each time a child reads using the digital reading record.

<u>Years 6</u>	
Maths	An online maths task will be set on Tuesday for completion by the following Tuesday. Using maths.co.uk, each child will have their own login. Tasks will be based on topics in class and general arithmetic.
SPAG task	An online SPAG task will be set on Thursday for completion by the following Thursday. Using spag.com, each child will have their own log in. Tasks will be based upon SPAG skills that are required and have been taught in KS2.
Spelling	On Friday, children will be given a spelling test based around the taught spelling rule. Children will be given 7 – 10 spellings to complete during their test. These spellings are sent home at the start of each half term, to allow children to practise their spellings prior to the test.

Reading	We are using a digital reading record as this allows the children to develop a love of reading and understand what genre of books they enjoy. The records are to be filled in each time a child reads using the digital reading record.
Topic	Children will be given a list of topic projects to be completed each half term, the number set will be determined by the length of the half term. These will be short projects based upon our History, Geography or Science learning. They are due by the end of the half term.

SPELLING MENU

1. ABC Order  Write all of your spelling words in alphabetical (ABC) order.	2. Word Parts Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing cater<u>pill</u>ar	3. Other Handed Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.	4. Vowel Spotlight Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)
5. Use Technology Type out your spelling words on the computer. Try to use at least 4 different fonts. 	6. Pyramid Words s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)	7. "Ransom" Words "Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words. 	8. Rainbow Words Write your spelling words with coloured pencils. Make each letter a different colour. 
9. Scrambled Words Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta	10. Silly Sentences Write 3 or more sentences that use all your spelling words. 	11. Prefixes and Suffixes Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u>	12. Word Search Create your own word search with your spellings. Show the answers to your puzzle in a different colour. 
13. Flashcards Make and practice with flashcards. Put the word on one side and definition (meaning) on the other. 	14. Picture & a Story Draw a picture defining each word. Write a sentence about your picture using the word.	15. Words without Vowels Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question	16. Train Words Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u><u>back</u><u>stop</u>
17. Write a Story, Poem or Song with Words Write a story using all your spelling words. Underline the words you used.	18. Bubble Letters Write your spelling words out in bubble writing. 	19. Words Within Words Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat	20. Picture words Draw a picture and hide your spelling words in the picture.

SPELLING MENU

Choose one of the activities below to help you learn your spellings in a fun way.

1. ABC Order

Write your spelling list in alphabetical order.



2. Bubble Writing

Write out your spellings in bubble writing



3. Rainbow Words

Write out your spellings with different colours for each letter.



4. Technology

Use a computer or tablet to type out your spellings. Try to use different fonts.



5. Pyramid Words

w
wo
wor
word

Or try to make different shapes.

6. Word search

Create a word search using your spelling list.



SPELLING MENU

Choose one of the activities below to help you learn your spellings in a fun way.

7. "Ransom Letters"

Cut out letters from newspaper and magazines to spell each word.



8. Word Parts

Write your words. Then use a coloured pencil to split the word into syllables.

(eg) **Jumping**

9. Picture

Draw a picture to go with each spelling, to help remember the meaning.



10. Vowel Spotlight

Write your spellings using one colour for the vowels and another colour for the consonants.

VOWELS: a, e, i, o, u

11. Writing Race

Set a timer for 2 minutes and see how many times you can write all your spellings.



6. Sentences

Write each of spellings in a sentence.