



Home Learning Policy

Version	Date	Actions taken	Person responsible
1	15.9.15	Policy updated	Darren Coult
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3	July 2019	Policy updated	C Stubbs / J Neal
4	November 2021	Policy reviewed	C Stubbs / J Neal
5	8.11.2021	Policy reviewed	S.I. Committee
6	26.02.2024	Policy updated	C Stubbs / J Neal
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Home Learning Policy

At the Queens' Federation home learning plays an important part in the practice of key skills, the acquisition of key knowledge and the consolidation of learning for children. We are committed to helping all children and their families establish positive home learning routines that will support present learning and develop successful habits for later life.

Regular, well planned home learning will:

- consolidate and reinforce key skills and understanding
- provide opportunities for parents, carers, pupils and the school to work in an effective partnership and promote positive attitudes to learning
- encourage parents, carers and pupils to work together to enjoy learning experiences
- encourage pupils, as they get older, to develop the confidence and self discipline needed to study on their own and to meet deadlines, thereby preparing them for secondary school and for later life

To achieve these aims we will:

- ensure that there is a consistent approach to home learning throughout the school
- set tasks that reinforce and enhance classroom learning, matched to children's individual needs
- reflect, in the planning of tasks, the need for home learning to change in its purpose and nature as children get older
- ensure that parents and carers are made aware of home learning expectations so that they can support their children's learning
- support children who find the discipline of home learning difficult and those who lack guidance at home or access to resources
- regularly review and evaluate the process and update the policy as necessary

Our Home Learning Programme

Reception

- Read / share a suitably challenging text, at least 5x per week and for at least 10 minutes per read
- Regularly interact with Tapestry Learning Journey and keep up to date with their child's current learning and developments

Year 1

- Read / share a suitably challenging text, at least 5x per week and for at least 10 minutes per read
- Weekly spelling activity / spelling practice
- Weekly number fact practice (No Nonsense Number Facts) – this could be in a paper or in an online form

Year 2

- Read / share a suitably challenging text, at least 5x per week and for at least 10 minutes per read
- Weekly spelling activity / spelling practice
- Weekly number fact practice (No Nonsense Number Facts) – this could be in paper or in an online form

Year 3

- Read / share a suitably challenging text, at least 5x per week and for at least 15 minutes per read
- Weekly spelling activity / spelling practice
- Weekly number fact / times table practice (No Nonsense Number Facts) – this could be in paper or in an online form

Year 4

- Read a suitably challenging text, either independently followed by a discussion with an adult or with an adult at least 5x per week and for at least 15 minutes per read
- Weekly spelling activity / spelling practice
- Weekly number fact / times table practice (No Nonsense Number Facts) – this could be in paper or in an online form

Year 5

- Read a suitably challenging text, either independently followed by a discussion with an adult or with an adult at least 5x per week and for at least 20 minutes per read
- Weekly spelling activity / spelling practice
- Weekly number facts / times table practice (No Nonsense Number Facts) – this could be in paper or in an online form
- Additional weekly English and Mathematics focused tasks (Summer Term)

Year 6

- Read a suitably challenging text, either independently followed by a discussion with an adult or with an adult at least 5x per week and for at least 20 minutes per read
- Weekly spelling activity / spelling practice
- Weekly number facts / times table practice (No Nonsense Number Facts) – this could be in paper or in an online form
- Additional weekly English and Mathematics focused tasks

Optional half termly project tasks will also be set in each year group. (Please see Appendix 1) These tasks may be linked to learning in English and Mathematics or from the wider curriculum. Tasks will be celebrated through classroom displays, class, phase and whole school assemblies.

All children will be expected to complete each weekly task. Completion of tasks will be recorded in children's reading, spelling and home learning diaries. Incentives will promote and celebrate the completion of home learning tasks. Children will be given opportunities and support to complete home learning in school if they are unable to complete it at home.

The Federation hopes that parents will display a positive attitude to home learning and value its importance. It is also important for parents to recognise that although it is the children's responsibility to complete the work, efforts and achievements should always be encouraged and praised. Parents should consider:

- When is it a good time to do any home learning?
- Where is the best place for home learning to be done?
- What helps concentration?

All children have reading record books. Parents and carers are encouraged to write a comment and to sign these when they hear their child read. In Key Stage 2, children may also record their own comments in their reading diaries. Parents are asked to provide a protective book bag to safeguard these school resources. At the beginning of each school year, year group curriculum booklets are provided for all parents. These booklets explain end of year outcomes for each year group and provide parents with further information regarding the expectations of home learning for each individual year group.

Marking of home learning may be done in several forms. Children may receive written feedback or they may receive oral feedback; this may be given to the whole class, groups of or individual pupils.

Class teachers are responsible for ensuring that home learning is set regularly and that the demands on children are manageable. Class teachers are also responsible for ensuring that children comply with requirements. Sensitivity is exercised when family circumstances render it difficult for children to complete tasks, or for parents and carers to offer appropriate levels of support.

All children have equal access to and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work to meet the needs of individuals. We are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Phase and Senior Leaders will regularly monitor home learning provision.

Appendix 1

Example of Half-Termly Project Home Learning

Year 4 Summer 1 Home Learning

Topic 'Amazing Inventions'

Which challenges will you choose to complete?

Design and make an invention out of recycled materials.	Create a short presentation about a famous inventor or invention.	Visit the Cambridge Science Museum.
Design a poster that will make people want to buy either your invention or a real invention.	Write a biography about a famous inventor.	Use a 'kitchen invention' to cook something delicious!
Visit the local library and find out facts about a famous inventor or invention.	Talk at home topic... Ask someone at home about an invention that has happened in their lifetime. What invention would be useful for the future?	Produce a movie to show how a famous inventor created his / her marvellous invention.

Children are expected to complete their weekly reading, spelling and number fact home learning. The above challenges are optional.

