



The Stalyhill Schools' Federation

HOME LEARNING POLICY – KS1

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Staff Member:	Head Teacher

STALYHILL INFANT SCHOOL

HOME LEARNING POLICY

At Stalyhill Infants we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

The Purpose of Home Learning

By setting regular home learning for children, we aim to:

- Develop a positive and effective partnership between school and parents/carers in supporting each child's learning and development.
- Reinforce and consolidate key skills, knowledge and understanding taught in school, particularly in the foundations of learning.
- Encourage a love of reading and provide opportunities for children to practise and develop their reading skills regularly at home.
- Provide opportunities for children to revisit and practise phonics, spelling and number skills in a familiar and supportive environment.
- Extend learning beyond the classroom, for example through additional reading, practical activities or discussion with family members.
- Encourage children to take pride in their learning and develop good habits for independent study.
- Support children in developing confidence, resilience and responsibility for their own learning.
- Help children gradually develop the organisation, independence and self-discipline needed to manage learning at home, preparing them for the expectations of Key Stage 2 and later schooling.

Current research

The Education Endowment Foundation (EEF) have published research in to the benefits of homework for children of all ages. Their report identifies a +5 month benefit for Secondary age children who complete regular homework and a +3 month benefit for older Primary children (KS2). The report clearly acknowledges that homework has less proven benefits for younger Primary age children (EYFS & KS1) and states that homework for this age group should focus primarily on the development of reading fluency and counting skills.

Parent Views

Alongside the educational research, we are aware that parents also have differing views on the role and validity of home learning at KS1 and in particular, the amount that should be provided. We appreciate that many parents choose to spend family time with their children, sharing experiences and adventures as opposed to sitting down and completing formal learning. We wholeheartedly support this decision and will therefore never penalise a child who has not completed any home learning set. We will however, continue to send it home with all children, enabling parents to make that important choice.

We do ask however that all parents read to and with their child as outlined below.

Reading

Regular reading is vital. For children in the EYFS and KS1, the number one priority for home learning should always be regular reading with parents/carers and looking at books together for *at least* 10 minutes per day. Maintaining regular reading practise and listening to others read is essential throughout a child's time at school.

The Reading Record book is sent home with the home reading book. In Reception this is used as a means of communication and parents are requested to comment and encourage through the book as well as teacher/parent communication. In Y1 and Y2, if appropriate, the teacher will add comments on the child's reading progress and parents are encouraged to comment or sign the book after they have heard the child read.

Read, Write Inc. Book Bag Books, the books that are closely matched to each child's phonics learning, are changed weekly (usually on a Thursday or Friday after the final phonics session of the week). These should be read and re-read over the course of the week to support your child's fluency, ability to decode quickly and application of phonic knowledge.

In addition to this, we have book-banded books available in the main school corridor that parents can choose to take home as supplementary reading material for their child. Parents can identify which colour books their child should be on by matching their child's R,W,Inc. book with the signs clearly displayed.

Phonics home learning materials will be sent home as required to support children's early reading development. These may include sound cards, word cards, blending and segmenting activities, phonics games and short reading activities linked to the sounds being taught in school. From time to time, children may also receive decodable words, simple sentences, or short texts to practise their phonics skills. All materials will be accompanied by guidance for parents and carers to help ensure they are used effectively and reinforce the phonics learning taking place in school.

Children also visit the school library each week and can choose additional books there. Parents are also welcome to use the library with their child, after school.

Literacy

Spellings and handwriting activities will be sent home in Year 1 and Year 2 to support children's writing skills. There will be no formal spelling tests; instead, the words will be provided for regular practice at home to help children become more familiar and confident with them. These words will reflect the phonics and spelling patterns being taught in school, including common exception words, and children will be encouraged to practise reading and writing them in a variety of ways. Guidance will be provided for parents and carers to support effective practice at home.

Maths

Maths home learning for all year groups is via our online learning platforms – Numbots and Times Tables Rock Stars (TTRS).

These platforms are an effective way for children to access additional maths practice in a personalised way. Numbots/TTRS identifies gaps in the children's skills and knowledge and supports them to build fluency using engaging and adaptive learning games.

Guidance will be provided for parents and carers to support effective practice at home.

Examples of Home Learning

In the table below are some examples of the kind of home learning your child may receive in each year at Stalyhill Infant School that is additional to the daily reading;

Reception	• Reading book and reading record • Key word/Phonic work (where appropriate) • Motor Skill practice (where appropriate) • Numbots – Maths online learning
Year 1	• Reading book and reading record • Numbots/TTRS – Maths online learning • Basic skills English (where appropriate) including phonics, spelling and handwriting • Basic skills Maths (where appropriate)
Year 2	• Reading book and reading record • Numbots/TTRS – Maths online learning • Basic skills English (where appropriate) including phonics and handwriting • Basic skills Maths (where appropriate) • Weekly spelling list

Keeping parents & carers informed

Our website contains a great deal of information regarding the curriculum in each year group and the topics that will be covered over the course of the year. This can be used as a resource for parents who wish to support their child's in class learning even further.

Curriculum evenings and curriculum showcase events for each year group are held across the year. During these events, teachers and subject leaders provide parents with curriculum information, including how to support their child at home and are also available to answer any individual queries.

As well as more formal contact points, such as parent's evenings, we operate an open-door policy, and teachers are visible and available every morning and afternoon for support and advice to parents.

Holidays

If a child is taken out of school for a holiday during term time the school will not supply home learning for this period. It is suggested that the child keeps a diary of the holiday, if required, to practise writing and reading skills. Parents will also have reading books and access to maths online learning platforms.

Sickness absence

If a child is absent for a longer period of time due to sickness (e.g. chickenpox) and the parent feels the child is able to complete work, home learning may be available on request.

Responding to Home Learning

Where appropriate, children will be provided with feedback on their home learning in line with the school's feedback for learning policy.

Quality home learning may be shared and celebrated in assembly or displayed in the school entrance hall or the classroom