



Home Learning Principles and Practices

Principles

Home Learning is an essential part of the communication between school and home. It is an opportunity for parents to gain an insight into what their child is learning as well as for pupils to develop skills learned at school.

Home Learning activities should not cause undue stress or anxiety for pupils and should not detract from valuable rest and family time in the evenings and at weekends.

Daily reading should be a primary focus of Home Learning. Particularly in the lower primary years, this would ideally involve parents reading to their children as well as hearing them read, although older pupils would also continue to benefit from being read to.

Practising and consolidating basic skills (sounds/phonics/ spellings/ number facts and times tables) provide a vital underpinning to pupil progress. The majority of set Home Learning will therefore involve activities around the acquisition of basic skills.

Staff will check that set Home Learning has been completed, but tasks will not all necessarily be marked. We believe that most distance marking has very little impact on pupil progress and takes a disproportionate amount of teacher time.

Activities provided on the Home Learning Grid will be **optional**. When these are completed, it will be noted by staff; pupils will be given opportunities to share and celebrate their achievements.

Home Learning activities should be completed by the pupil with support provided by an adult only where necessary. Elaborate models or projects should never be completed by parents as not only do their own children learn very little from this, but it intimidates other pupils who have completed a model or project independently.

The Home Learning expectations are detailed in the **Practices** section. We ask that parents check their child's book bag and/or school diary and support pupils in completing and handing in their Home Learning on time.

Where set Home Learning is not completed, parents may be informed, and pupils may be required to complete it at another time. This might be either at home or in school as appropriate for the age of the pupil and according to how regularly work is not completed.

St. John Fisher R.C. Primary School

Practices

Reception

- Daily reading (5-10 minutes, either being read to or heard reading)
- Structured reading scheme books sent home twice a week (after the first half term in autumn).
- Target Sounds for the week via Google Classroom– vital reinforcement of the phonics teaching taking place in class.
- Numeracy activity, linked to the week's learning focus.

Key Stage 1 (Y1 & Y2)

- Daily reading (5-10 minutes)
- Phonics / spellings – *sent home weekly to be learned for a test*
- Number bonds / times tables – *activities from a list of suitable websites sent home*
- Challenge activities will be set for maths and English on alternate weeks via Google Classroom.

Lower Key Stage 2 (Y3 & 4)

- Daily reading (10–15 minutes)
- Spellings – *sent home weekly to be learned for a test*
- Times table facts, both multiplication and division – *to be learned for a test*
- Challenge activities will be set for maths and English on alternate weeks via Google Classroom.

Year 5

- Daily reading (15–20 minutes)
- Spellings – *sent home weekly to be learned for a test*
- Times table facts, both multiplication and division – *to be learned for a test*
- A maths and English activity will be set every week via Google Classroom
- Research and lesson/topic preparation.

Year 6

- Daily reading (20-30 minutes)
- Spellings – *sent home weekly to be learned for a test*
- Times table facts, both multiplication and division – *to be learned for a test*
- Two maths activities each week
- Two English activities will be set every week via Google Classroom
- Research and lesson/topic preparation.