



**St. Mary's C.E. (A) Primary School**

**Greenfield**

**Home Learning Policy**

**2017**

**'We enjoy learning and achieving in a  
Christian environment'**

**ST. MARY'S C.E. (A) PRIMARY SCHOOL**

**GREENFIELD**

**HOME LEARNING POLICY**

**2017**

**Mission Statement**

'We enjoy learning and achieving in a Christian environment'

**Every Child Matters at St. Mary's**

St. Mary's wants every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This policy has been written with careful consideration of the Every Child Matters Agenda.

**Healthy School**

St. Mary's is a Healthy School, with healthy attitudes embedded in the curriculum and in extra-curricular activities. Pupils are encouraged to be active and maintain healthy relationships with their peers and with adults, as well as making healthy choices about their lifestyle.

**Building Learning Power Statement**

At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasises the development of lifelong learning, values and skills. We aim to ensure that all pupils develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At St. Mary's, pupils develop the ability to take responsibility for their own learning, self-assess and articulate their identity as a learner. They develop the ability to know what is worth learning, face confusion and select the best learning tool for the job.

**Introduction**

This document outlines our policy for Home Learning at St. Mary's C.E. (A) Primary School. It was created by the whole staff in Autumn 2011 and is reviewed annually, in accordance with the Policy Review Cycle, as outlined in the School Development Plan. This policy will next be reviewed in the Autumn Term 2018. This Policy was approved by the Governing Body on ?

A copy of this policy is made available to all families, via our website, in the Autumn Term each year.

### **The Purpose of Home Learning**

At St. Mary's we believe the purpose of Home Learning is to:

- develop a positive and effective partnership between school and home
- involve families in their pupils' learning
- encourage pupils to talk about their learning
- consolidate, reinforce and extend skills and understanding across the curriculum
- enable pupils to apply skills in real life situations such as shopping, cooking, gardening, supporting a range of settings in which pupils learn
- provide opportunities for parents and pupils to enjoy learning together
- encourage pupils to develop independence in learning
- be planned and prepared alongside other programmes of learning and that effective home learning practices are established early on and develop progressively as pupils move through the school
- reflect developments within education and the range of learning styles, for example, the use of ICT and preferred learning styles

### **The Role of School in Home Learning is to:**

- set and value purposeful, interesting and appropriate Home Learning with due consideration for individual ability
- clearly explain Home Learning to all pupils
- monitor the pupil's approach to and completion of home learning and discuss with parents and the pupil

### **The role of Pupils in Home Learning is to:**

- listen carefully to the instructions they are given in school
- organise themselves effectively in order that Home Learning is completed on time and returned to school as appropriate
- ensure Home Learning is always the same high quality as school learning

### **The role of Parents in Home Learning is to:**

- make it clear to their child that they value Home Learning
- ensure their child reads each day
- provide a suitable place for Home Learning to be done
- encourage and praise their child when Home Learning is completed
- be actively involved in home learning activities as appropriate
- support their child in returning Home Learning on time
- ensure the Home Learning is completed neatly and with care

In Key Stage One, it is important to establish partnerships with parents/carers and involve them actively in their child's learning. Home Learning activities can be brief and may include activities such as:

- simple games
- spellings
- number facts
- reading
- activities and project-based work to be shared together

These activities give younger pupils opportunity to talk about what they are learning, and to practise skills in a supportive environment.

In Key Stage Two, Home Learning provides more of an opportunity for pupils to develop the skills of independent learning, which should increasingly become its main purpose. By the time pupils reach Year 6, Home Learning should cover a range of tasks and curriculum content. Activities may include

- reading
- number games
- Times Tables
- spelling
- activities and project-based work to be shared together

At St Mary's we recognise that home learning needs to be consistent, regular, purposeful and of quality. Therefore, we have produced the attached Home Learning routine for each class which will be reviewed when necessary.

### **Time Allocation**

The exact amount of time spent on Home Learning is much less important than the quality and purpose of the activities and individual ability must always be taken into account. **It is important to note that this includes time spent reading on a daily basis.**

## What are the expectations for Home Learning in each class?

### **Reception**

Home Learning in Reception aims to develop a positive and effective partnership between school and home and encourage parents to be fully involved in their child's learning and education.

- Timothy Tiger is sent home with his diary, with one child, each weekend - the family are to write in the diary and return to school to share with our class on Monday;
- Read, Write, Inc. file and flash cards are sent home weekly, with the Home Communication Book which details phonics and reading activities to share at home;
- reading books from the school library are chosen weekly and then supplemented with reading scheme books when appropriate for each child;
- half-termly project-based activities;

### **Year 1**

- reading books changed once a week and taken home and returned into school daily;
- reading encouraged every night;
- weekly spellings to learn and practise, related to RWI scheme when appropriate;
- half-termly project-based activities;

### **Year 2**

- weekly spellings to learn and practise – these are based on the Key Stage 1 spelling scheme to include keywords and words with particular spelling patterns;
- home readers can be changed daily and relate to the book band level the pupils are on – expectation is that reading record will be completed with a written task e.g. review of text, character study;
- bring in artefacts, information, books, from home for Topic activity, as appropriate;
- find out the answers to questions or complete relevant topic related activities when worthwhile;
- Times Tables to be learnt from Autumn 2 with weekly tests from Spring 1;
- half-termly-project;

### **Year 3**

- weekly spellings to learn and practise;
- weekly times tables to learn and practise;
- reading books from home reading scheme with weekly comments;
- daily reading encouraged;
- half-termly project;

#### **Year 4**

- weekly spellings to learn and practise;
- weekly times tables to learn and practise;
- daily reading encouraged - either school book or one from home;
- half-termly project;

#### **Year 5**

- weekly spellings to learn and practise;
- weekly times tables to learn and practise;
- daily reading encouraged either - school book or one from home;
- half-termly project;

#### **Year 6**

- weekly spellings/word lists to learn, practise and add to in order to extend vocabulary;
- Times Tables practice and Mental Mathematics or Arithmetic activity, as appropriate;
- personal reading diary;
- reading tasks set from guided group sessions;
- collect examples of objects, e.g. newspaper articles, portraits when required
- half-termly project;

#### **Handing in Home Learning**

It is crucial that Home Learning is handed in on time, according to the routines and requirements of your child's year group. At the beginning of each academic year, class teachers make clear their expectations around Home Learning, including the day(s) on which completed Home Learning should be given in. A record is kept of all Home Learning handed in, including a note of any work which is not given in on time. After three instances of Home Learning being handed in late, a letter (See Appendix 1, for example) is sent home.

Signed: 

**Chair of Curriculum, Policy and Standards Committee**

**Date of approval: Autumn 2017**

**To be reviewed: Autumn 2018**

## Appendix 1

St Mary's C.E. (A) School  
Manchester Road  
Greenfield  
Saddleworth  
OL3 7DW

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Email: [info@greenfieldstmary.oldham.sch.uk](mailto:info@greenfieldstmary.oldham.sch.uk)  
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Headteacher: Mrs S M Hall BA (Hons), QTS, NPQH;  
Deputy Headteacher: Mrs T Burton BA (Hons), QTS;



(Date)

Dear (Parent's Name)

I am writing to inform you that (child's name) has not returned his/her Home Learning on time on three occasions.

As outlined in the class newsletter, if a child does not return their Home Learning by the given date on three occasions, I inform parents.

I would ask that you please encourage (child's name) to complete Home Learning and return it to school on the relevant day.

If you have any questions or concerns please contact me. Please sign and return the slip below as acknowledgement of receiving this letter.

Thank you for your support.

(Signed by teacher)

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I have read the letter re: Home Learning.

I agree to encourage my child to complete and return the weekly tasks every Tuesday.

Comments:

**'We enjoy learning and achieving in a Christian environment'**

