

# Ursula Taylor C of E School



## Home Learning Policy February 2024

### **Rationale**

At Ursula Taylor C of E School we value highly our children's educational journey and wish to provide children and parents with opportunities for purposeful and relevant out of school learning. We place great importance on children having a broad and balanced childhood experience, we recognise and support the importance of time spent with family members and also attending out of school clubs and organisations.

At UTS we see out of school learning as complementary to the work children are completing in class. Our topic based curriculum allows many valuable opportunities for children to take their learning in any direction they wish, as well as becoming enthused and engaged by the learning process. It also gives parents who wish to become more involved in their child's learning, opportunities to support their child with their tasks.

As a school we feel strongly that out of school learning must have a clear link to class work, be built around a range of knowledge and skills so all our children regardless of ability are included, and that work produced is highly valued within the school environment.

### **Aims**

- To complement the school curriculum with engaging activities which impact positively upon children's learning
- To make school expectations clear and provide continuity for all children in the school
- To ensure the importance of regular reading at home and to promote the enjoyment of reading and sharing books.
- To provide opportunities for learning in a variety of ways to allow all children to access the activity
- To value children's home learning in the school environment
- To offer parents the opportunity to become more involved in their children's learning
- To provide parents with ideas for activities so they can decide the frequency and amount of work their child completes
- To find a balance between home learning and children's commitments out of school
- To ensure children still have plenty of opportunities for relaxation and important family time

### **Reading**

Hearing children read, and reading to children at home is essential to encourage children to share and develop their passion for reading, increase their phonic awareness and extend their comprehension skills. At UTS we place a great deal of importance on nurturing a child's imagination and developing a love of books. We also encourage children to read widely across a range of genres including; signs, magazines, newspapers, leaflets, shopping receipts, texts and web site content. Children in Years 3 -6 are given CGP Reading Comprehension books with assigned pages for completion at home on a weekly basis.

## **Spelling**

Foundation Stage and Year 1 children have daily phonics teaching which follows the Supersonic Phonic Friends scheme. This coverage ensures all children experience phonics in the form of reading and spelling in a progressive format which is responsive to the needs of the children. Children in Year 2 who still require phonics input, receive this as part of an intervention group during the week.

Children in Years 1 and Year 2 receive spellings to learn at home. These are a mixture of words which feature particular sounds which they are focusing on in phonics, Common Exception words or topic related language which will be useful to support their writing.

In Key Stage 2 children will receive spellings (list or dictation) on a weekly basis following different spelling patterns and topic related vocabulary, these will be differentiated according to children's individual needs and stages of development. These words focus heavily on the Year 3 and 4 and Year 5 and 6 Common Exception Word list, which details specific words children need to learn for work within their English. Spelling Shed is followed during spelling lessons at school and all children are encouraged to complete online weekly spelling tasks.

## **Maths**

Children in Foundation Stage and Year 1 are set practical maths challenges. Year 1's maths home learning develops further during the Summer Term when written tasks are set home in a maths challenge book. Year 2 – Year 6 children receive weekly home learning task which are linked to their areas of study from lessons. There will be a mixture of fluency work, e.g. time's tables and arithmetic and also reasoning and problem solving.

Also, children in Years 3 -6 are given CGP Maths books with assigned pages for completion at home on a weekly basis.

Each child in Year 2 – 6 has a 'Learning Journal' which contains their reading record, Maths/English Homework activities/CGP page information (KS2). Weekly spelling shed/spelling/dictation come home in a book or folder, depending on the method chosen by the class teacher.

## **Topic Work**

We use a topic based approach to provide a wide range of learning opportunities. Children are encouraged to find out information at home, and bring things from home into school to share. Each term in Years 5 and 6 children are given a Topic based project to complete during the term. This task/s can be completed in different ways chosen by the child.

Each term we send home a Curriculum Overview which gives parents and carers information about what the children will be learning about. This will also provide some information about useful websites / books which children may want to use within the topic. All work completed by the children is valued and shared at school and is often used as a resource within class lessons, it is also displayed in school for other children across the school to see.

## Home Learning Opportunities

Foundation Stage	Sharing a book at bedtime. Reading a minimum of 3 times weekly and practising of sounds and tricky words. Using Phonic Packs to develop reading skills. Things of interest to be shared and celebrated.
Year 1	Reading Daily x 10 minutes, including practising phonics, using the tricky word cards, sound mats within Phonics Pack. Common exception word spellings and tricky words to spell (Spring and Summer Term) Weekly Maths task (Summer Term)
Year 2	Reading minimum of 10 mins 3 x weekly Reading Comprehension (when required) Weekly Spellings/Spelling Shed task Maths activities to support arithmetic or problem solving Common Exception word spelling and tricky words to spell
Year 3	Reading minimum of 10 mins 3 x weekly Weekly Maths activity - CGP Weekly Spellings/Spelling Shed task English work - CGP Comprehension or GPS activity TT Rockstars
Year 4	Reading minimum of 10 mins 3 x weekly Weekly Maths activity -CGP Weekly Spellings/Spelling Shed task Reading Comprehension - CGP TT Rockstars
Year 5	Reading minimum of 10 mins 3 x weekly Weekly Maths - CGP Weekly Spellings/Spelling Shed task Reading Comprehension CGP GPS activity –Classroom Secrets Termly Topic Take Home task TT Rockstars
Year 6	Reading minimum of 10 mins 3 x weekly Weekly Maths - CGP Weekly Spellings/Spelling Shed task Reading Comprehension CGP GPS activity –Classroom Secrets Termly Topic Take Home task TT Rockstars

NB: In addition to the work detailed above there may be extra tasks, activities provided at different points of the year.

### **Equal Opportunities/Inclusion/SEND**

All children at UTS are encouraged to complete their home learning tasks and support is offered where needed to allow this to happen. Activities and task are selected to be accessible to all children, if an activity is required to be adjusted to meet the needs of the children, the teachers will offer additional resources, alter the task or provide a slightly different level of challenge. We also encourage children to ask staff for help with their homework. KS2 staff run homework clubs and provides times where children can access support if needed. Parents and carers are welcome to ask questions and seek advice from teachers about the work their children are completing.

### **Monitoring**

Home Learning will be monitored on a regular basis by the Senior Leadership Team.

Policy reviewed: February 2024

Next review: February 2025