

**GLEBE PRIMARY SCHOOL
UNITED LEARNING ACADEMY**

**Home Learning Policy
2024-2025**

**Updated: Spring 2024
New Review: Spring 2025**

Approved by the Local Governing Board on 6th February 2024



Signed by: Mr. James Dempster
Position: Chair of the Local Governing Body

THE INTENT BEHIND OUR HOME LEARNING

We believe that home learning can add much to a pupil's development and attainment and therefore contributes to a child's education.

Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. By valuing home-school learning, pupils are afforded the chance to practice skills, consolidate understanding of work covered in the classroom and to widen their own interests. Moreover, developing good study habits provides an opportunity for pupils to develop self-discipline, independence and the ability to take responsibility for their own learning.

We see the purpose of home learning as being to:

- Develop an effective partnership between school and parents for each child's education, as children achieve more when teachers and parents work together,
- Consolidate/reinforce skills and understanding, particularly in Literacy and Numeracy,
- Utilise resources for learning available at home,
- Extend school learning
- Develop confidence, independence and the self-discipline needed for personal study in preparation for secondary school and beyond,
- Provide opportunities for parents and children to work together to enjoy learning experiences

THE ROLE OF PARENTS/CARERS

Parents/carers are encouraged to support their child's home learning through:

- Providing a reasonably peaceful, suitable place in which their child can do their home learning.
- Making it clear to the child that they value home learning.
- Encouraging and praising their child when home learning is completed.
- Reading with their child as frequently as possible
- Signing the home learning / reading record each week and write a comment when appropriate.

GUIDELINES FOR HOME LEARNING

The activities are designed to consolidate the basic skills the children are learning in class.

Year Group	What is on offer
Reception	
EYFS	Phonics: letter tracing, flash cards, website links <i>Additional home learning challenges in weekly news (linked to current week's learning)</i>
Key Stage One	
YEAR 1	Reading/Phonics: <ul style="list-style-type: none">• Daily reading to be recorded in reading records - RWI photocopied book, RWI book bag book and picture book (given weekly)• RWI video links sent out every Friday Maths: <ul style="list-style-type: none">• Numbots platform (progression in number fluency)• MyMaths (from the Summer term) linked to Maths learning in class. Tasks are set on a Friday and due the following Friday. Wider curriculum: <ul style="list-style-type: none">• Optional research or practical 'Take Away Task' is set once a term. This task is linked to the class topic.

<p>YEAR 2</p>	<p>Reading/Phonics: Children in RWI groups:</p> <ul style="list-style-type: none"> • Daily reading to be recorded in reading records - RWI photocopied book, RWI book bag book and picture book (given weekly) • RWI video links sent out every Friday <p>Children who have finished the RWI programme:</p> <ul style="list-style-type: none"> • Daily reading to be recorded in reading records – picture book/chapter book <p>Spelling:</p> <ul style="list-style-type: none"> • Weekly spelling rules/patterns to learn. Spelling lists are sent home at the start of the term and reminders in the weekly message. SpellingShed platform to practise spellings. New spelling lists are set on SpellingShed every Friday. • At the end of term, spelling test scores are reported to parents via the reading records. <p>Maths:</p> <ul style="list-style-type: none"> • Numbots platform (progression in number fluency) • TT Rockstars platform (develop times table knowledge) • MyMaths – one task a week linked to Maths learning in class. This is set on a Friday and due the following Friday. <p>Wider curriculum:</p> <ul style="list-style-type: none"> • Optional research or practical ‘Take Away Task’ is set once a term. This task is linked to the class topic.
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Lower Key Stage Two

<p>YEAR 3</p>	<p>Reading: Daily reading using reading journals - independent readers</p> <p>Spelling: weekly spelling rules/patterns to learn</p> <p>Maths:</p> <ul style="list-style-type: none"> ○ Numbots/TTRS platforms (progression in number fluency and times tables) ○ My Maths platform (linked to current week's maths learning). <p>Wider curriculum: optional research or practical ‘Take Away Task’ is set once a term. This task is linked to the class historical topics.</p>
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<p>YEAR 4</p>	<p>Reading: Daily reading using reading journals - independent readers</p> <p>Spelling: weekly spelling rules/patterns to learn</p> <p>Maths:</p> <ul style="list-style-type: none"> ○ Numbots/TTRS platforms (progression in number fluency and times tables) ○ My Maths platform (linked to current week's maths learning). <p>Wider curriculum: optional research or practical ‘Take Away Task’ is set once a term. This task is linked to the class historical topic.</p>
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Upper Key Stage Two

YEAR 5

Reading: Daily reading (30 minutes) using reading journals - independent readers

Spelling: weekly spelling rules/patterns to learn

Maths:

- TTRS platforms (progression in times tables)
- My Maths platform (linked to current week's maths learning).
- Glebe timetables cards (if directed by class teacher)

Wider curriculum: optional research or practical 'Take Away Task' is set once a term. This task is linked to the class historical topic.

YEAR 6

Reading: Daily reading (30 minutes) using reading journals - independent readers

Spelling: weekly spelling rules/patterns to learn

Maths:

- TTRS platforms (progression in times tables)
- My Maths platform (linked to current week's maths learning).
- Glebe timetables cards (if directed by class teacher)

Maths and Grammar: Assessment question booklets

Wider curriculum: optional research or practical 'Take Away Task' is set once a term. This task is linked to the class historical topic.