



Learning Together, Learning for Life

Home Learning Policy

This policy sets out our expectations for home learning for the children at Reed First School. We recognise that the parent /carer is the first educator of the child. We also believe that this role does not cease once a child reaches school age. In fact, it is the quality of the partnership between home and school that fosters good levels of development, self-esteem and success in children. We therefore encourage parents/carers to continue supporting their child’s learning through appropriate home learning provision.

Aims:

At Reed First School we believe that home learning should:

- Extend learning beyond school
- Consolidate and reinforce what has been taught in school
- Encourage children to develop the skills needed for independent learning
- Further involve parents and carers in their child’s learning journey

Home learning across the school:

Children will be set these tasks to be carried out over a week at home. Tasks given should be spread out over the week and should not take any longer than the suggested times.

Year Group	Tasks	Time
Nursery	<ul style="list-style-type: none"> • Share a book together five times a week • Learn the nursery rhyme of the week • Share a library book from school • Play a weekly school loaned game 	No more than 10 minutes a day, five days a week
Reception	<ul style="list-style-type: none"> • Share a scheme home reading book together five times a week • Learn the nursery rhyme of the week • Share a library book from school • Play a weekly school loaned game • Phonics activities • Practical skills based activities when set out in the home school communication book 	No more than 15 minutes a day, five days a week

Years 1 and 2	<ul style="list-style-type: none"> • Read aloud a scheme home reading book five times a week • Talk about the book and answer questions about what has been read and understood • Weekly Mathletics challenges • Weekly spellings to learn or investigate • Weekly phonics game • Topic based activities when set out in the home school communication book • Times tables to learn (Year 2s only) 	No more than 20 minutes a day, five days a week
Years 3 and 4	<ul style="list-style-type: none"> • Read aloud a scheme home reading book five times a week • Talk about the book and answer questions about what has been read and understood • Weekly Mathletics challenges • Weekly spellings to learn or investigate • Topic based activities when set out in the home school communication book • Times tables to learn through TT Rockstars 	No more than 30 minutes a day, five days a week

Teachers will ensure that:

- tasks set are clearly explained in the home school communication book
- tasks set are well thought out to support learning and are accessible and appropriate for all pupils in their class
- every child understands the purpose of the tasks set
- the home school communication book is signed by themselves daily and comments are added when appropriate
- they respond to comments and notes made by parents, carers or the child
- they recognise the efforts made by pupils at home
- they support children who have found tasks challenging or who have not completed set tasks in partnership with parents / carers
- tasks are set routinely to help organise the week and make expectations clear.

Parents and Carers will ensure that:

- they sign the home school communication book daily and add comments about how their child got on with their learning at home
- home learning takes place for their child five days a week including reading each time
- they support their child in tasks set when needed
- their child is given time and a quiet space to complete tasks set
- they respond to comments and notes made by teachers or their child
- they recognise the efforts made by their child at home
- they support their child when they have found tasks challenging or who have refused to complete tasks by communicating with the teacher as soon as possible.

Pupils will ensure that:

- they complete the home learning set
- they ask for help when it is needed
- they give every task their best effort
- they have their home school communication book in school every day
- they look after their home school communication book.

Home learning will be monitored by:

- pupil voice where children will be asked by teachers, the head teacher and governors about their home learning
- parent voice where parents and carers will be asked about home learning by teachers, the head teacher and governors
- daily signing of home school communication books by parents and teachers
- governor review of the effectiveness of home learning through discussions and joint monitoring with the head teacher.