



Working and learning together for success

Sarisbury Church of England Junior School

Home Learning Policy Statement

At Sarisbury CE Junior School we acknowledge the importance of play, extra curricular activities, family time and social time in contributing to the personal and social development of pupils. We believe home learning is important in raising standards by:

- *Enriching and supporting the school curriculum and class based activities*
- *Reinforcing positive attitudes to learning and encouraging home / school partnerships*
- *Providing opportunities for collaborative activities that involve parents in their child's learning*
- *Providing opportunities to apply independent and generic learning skills and extend learning beyond work in the classroom*
- *Encouraging self motivation, self organisation and self discipline*
- *Providing opportunities for pupils to take more ownership of their learning*



Salisbury Church of England Junior School

Home Learning Policy Statement

Our Aims

At Salisbury CE Junior School we aim to:

- Plan for a progression through the Key Stage and year on year with regard to an increase in time, quantity and challenge.
- Ensure consistency across each year group in setting, marking and the provision of feedback.
- Provide purposeful activities which link to class based learning and cover a variety of curriculum areas.
- Provide opportunities for parents and pupils to work collaboratively.
- Ensure that home learning activities have an appropriate match, encourage increasing independence and are achievable without too much parental support.
- Provide appropriate guidance and resources to ensure home learning activities can be completed successfully.
- Provide activities that develop a range of skills and cater for a variety of interests.
- Encourage a variety of presentation styles that enable children to take ownership in their learning.

Our Strategies

At Salisbury CE Junior School we will promote positive attitudes to home learning by:

- Providing appropriate resources for the completion of home learning activities.
- Ensuring that home learning activities are introduced and explained.
- Ensuring that children know when home learning activities are to be completed and returned to school.
- Using a variety of methods to mark and give feedback on home learning when completed.
- Ensuring that home learning activities and children's efforts are valued, praised and rewarded.
- Where appropriate, providing opportunities for children to complete home learning activities in school (i.e. during lunchtime) if the child is unable to complete activities at home.
- Informing parents of any concerns regarding home learning.

How We Organise Home Learning at Salisbury

- Home learning activities will be set weekly on a Thursday and returned to school the following Tuesday.
- Pupils in Year 6 will be set additional home learning tasks during the latter half of the spring and early summer terms in preparation for their SATs tests.
- Every child will be expected to read five times a week for 15 minutes.
- Home learning activities will give emphasis to English and Maths including the learning of multiplication tables, number bonds, mental skills work and spellings to be tested in school the following week.
- Extended home learning activities will include a research task to support or introduce new topics; these will cover a range of skills and interests appropriate to work in school.
- Where appropriate, home learning activities will be differentiated and matched to children's abilities and confidences.
- All pupils at Salisbury will be issued with a reading journal to record their reading progress and in which to complete set reading activities.
- A separate exercise book will be provided for children to complete their home learning activities each week.
- Should difficulties with home learning occur, contact will be sought with parents
- Children will be expected to complete home learning activities to a high standard and in line with the school's presentation policy

The table and guidelines overleaf summarise the type, content and amount of home learning set in our school each week. The times indicated are the suggested maximum to be spent by each child on their home learning and we ask parents to indicate in their child's home learning book when this amount of time has been reached but activities not completed.

	Reading	Spelling	Maths	Topic links
Year 3 - 45mins (in addition to the weekly reading time)	15 minutes 5 times a week Set weekly	10 words to be practised for a test and dictation. Set weekly	Times tables Set weekly Arithmetic practice of key maths skills and number methods Set fortnightly	A piece of work linked to class topic work from across the curriculum. Set fortnightly
Year 4 - 1 hour (in addition to the weekly reading time)	15 minutes 5 times a week Set weekly	10 words to be practised for a test and dictation. Set weekly	Times tables Set weekly Arithmetic practice of key maths skills and number methods Set fortnightly	A piece of work linked to class topic work from across the curriculum. Set fortnightly
Year 5 - 1h 15mins (in addition to the weekly reading time)	15 minutes 5 times a week Reading comprehension task in reading journal Set weekly	10 words to be practised for a test and dictation. Set weekly	Mental maths or arithmetic practice linked to class learning Set fortnightly	A piece of work linked to class topic work from across the curriculum Set fortnightly
Year 6 – 1hr 30mins (in addition to the weekly reading time)	15 minutes 5 times a week Reading comprehension task in reading journal Set weekly	10 words to be practised for a test and dictation. Set weekly	Mental maths or arithmetic practice linked to class learning Set fortnightly	A piece of work linked to class topic work from across the curriculum. Set fortnightly

Spelling

Spelling will be set for each child in the school based on their spelling ability as assessed at the beginning of each school year.

A child's weekly spelling will be selected from either; National Curriculum spelling lists, spelling patterns or rules taught in school, topic words relating to current learning or intervention spelling words that your child may need.

Children will be asked to practice the spellings at home a complete a short task to help learn the words, for example, writing out sentences, spellodrome computer based task or games.

Every child will be given 10 spelling words a week to learn for a weekly test in school. As part of the spelling test children will be give words to spell in isolation as well as words in context in dictation sentences.

At the end of the half term children will be given a cloze procedure to complete with 20 words from the half term's spelling lists to ensure retention of the words learnt. Spelling set as part of individual intervention programs will be tested 1:1 by Learning Support Staff to track progress.

Maths

Maths learning will be set regularly as part of home learning and will relate to the work being covered in class. There will also be arithmetic calculations set to allow children to practice key maths skills.

Years 3 and 4 will set weekly times tables to ensure that all children are fluent in all times tables by the end of year 4. Where necessary additional times tables may be set in year 5 and 6 to ensure all children have a good grasp of these.

Maths home learning tasks will be set fortnightly in all year groups to allow for a variety of home learning task, when maths home learning is not set formally children are able to access Mathletics online to further support maths learning if required or wanted.

Projects

Each year group will set project work as an extended piece of home learning which is designed to be a collaborative piece of work between children and parents to deepen understanding of a given topic.

Year 3 will complete 1 topic project a year with Years 4, 5 and 6 completing 2 topic projects in a year.

These projects will be set of an extended period of time to allow for them to be completed to a high standard and depth.

Children with Special Educational Needs

It is really important that home learning should be accessible to all children independently. Due to this home learning will be differentiated and where necessary additional resource should be provided to support home learning (word banks, pictures etc).

For children who are unable to access this level of differentiated home learning separate home learning tasks should be considered, for example an open ended task over a number of weeks, or work to directly support Personal learning plans, that are set in conjunction with parents. Discussing home learning in this way with the child and parents should allow a more inclusive homework policy for children with specific learning needs.