

At St Michael's we strive to develop and inspire courageous, respectful and resilient learners encouraging them to serve with kindness, respect and tolerance guided by our Christian values so that they can flourish, living 'life in all its fullness'. (John 10:10)

Home Learning Policy

At St Michael's First school we believe that home learning is a very important part of a child's education and can add much to a child's development. Children greatly benefit from the mutual support of parents and teachers in encouraging them to learn both at home and at school. As well as supporting each child's learning at St Michael's, we see home learning as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is to build resilient learners who take responsibility for their learning reinforcing basic skills at home.

Aims

- To promote effective communication and language skills, confidence and self-awareness.
- To develop a partnership between home and school in supporting each child's learning ensuring parents/carers have a clear understanding about expectations for themselves and the child.
- Consolidate, reinforce and extend learning completed in school and to allow children to practise skills taught in lessons, particularly fluency in English and Maths.
- Improve the learning experience offered to our children by using a range of resources, including the safe use of computer technology, libraries and creative skills.
- Encourage children to develop long term strategies and confidence to study on their own, thus preparing them for the next stage in their education journey.
- Ensure the needs of every child are taken into account.

Types of Home Learning

At St Michael's we set a variety of home learning activities for Foundation Stage, Key Stage 1 and Key Stage 2 as follows:

Year	Home Learning Task
Nursery	<ul style="list-style-type: none"> • Name cards for children to practise writing their name. • Individual reading book sent home each week matching the child's reading level. • Flashcards for key words.
Reception	<ul style="list-style-type: none"> • Letter-join for children to practise handwriting. • Individual reading book sent home each week matching the child's reading level. • Library of books available on Bug Club for children to access freely to develop their love of reading. • Flashcards for key words. • Sounds books when children are ready for phase 3.

Year 1 and Year 2	<ul style="list-style-type: none"> • Activities allocated on Education City to consolidate learning in school linked to either English, Maths, Phonics or other subjects. • Library of books available on Bug Club for children to access freely to develop their love of reading. • Individual reading book sent home each week matching the child's reading level. • Up to Eight weekly spellings (differentiated) using a mixture of phonics and common exception words. Spelling rules will be introduced to Year 2 children in Spring term. • TT Rockstars for times tables fluency.
Year 3 and Year 4	<ul style="list-style-type: none"> • Activities allocated on Education City to consolidate learning in school linked to either English, Maths or Science. • Library of books available on Bug Club for children to access freely to develop their love of reading. • Individual reading book sent home which matches the child's reading level. This will be changed when a child has completed their book. • Up to eight weekly spellings (differentiated) using a mixture of spelling rules and common exception words. • TT Rockstars for timetables fluency. • Weekly times tables activities for Year 4.

In addition to this, some children may be set additional home learning tasks which are tailored to meet their needs. These can be, but are not limited to:

- Lexia programme up to 60 minutes each week to support phonic learning.
- Letter-Join tasks to support handwriting.
- Sound books focussing on specific sounds for that child.

Resources to support home learning are provided on each class's web page. These include English and Maths expectations, and supportive resources such as Common Exception word lists and spellings activities.

There will also be occasions where the whole school will take part in completing a home learning project. This could be linked to global topics or celebrations such as Remembrance, the Olympic Games or World Book Day, or supporting a whole school theme linked with our school's Christian vision and values. Philosophy for children activities may also be used to promote thoughtful discussion with households.

Partnership between school staff, children and parents/carers

To enable home learning to be successful:

School staff will:

- Set tasks appropriate to the child's age and stage of their learning.
- Ensure that children understand the tasks.

- Ensure that parents/carers and children know when home learning should be completed.
- Provide any reasonable resources on request.

Children will:

- Make sure they understand the tasks. If unsure, they should speak to their class teacher before the task is due to be completed.
- Complete written tasks to their best of their ability and ensure they take pride in their presentation.
- Ask parents carers to support them if necessary.

Parents/Carers will:

- Provide a quiet space for home learning to be completed.
- Support children in accessing the resources needed to complete their home learning.
- Support your child when needed whilst encouraging independence.
- Provide school staff with feedback where necessary.

Each key stage will offer a drop-in home learning session once a week at lunchtime where children who are having difficulty accessing the learning at home can have a quiet place to sit and complete their work with the support of an adult.

Home learning and reading can also be completed during our wrap around care. Children will have access to iPads where they can complete home learning tasks set on Education City, practise their fluency on TTRockstars and access their Bug Club library. Staff are also available to listen to children read their specific home reading book. Parents can 'opt out' of this when they book their child in for out of school care.

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Signed: (Chair of Governors)

Version control:

Version number	Review Date	Reviewed by	Changes Made (please specify section/ paragraph/line)
1	24.1.22	Rebecca Crow	New Policy
	12.03.22	J.Booth	Typing errors corrected and highlighted in yellow.

