



## Home Learning Policy

*'Learning to Live, Living to Learn'*

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### Introduction

This document is a statement of the aim, principles and strategies for home learning at Hartlip Endowed Church of England Primary School.

All policies are governed by our Christian School Values which were chosen by all members of the school community: Trust, Forgiveness, Friendship, Thankfulness and Peace. These values underpin the daily diet of the whole school community.

### Learning to live! Living to Learn!

Inspired by our founder Mary Gibbon, we are a welcoming, nurturing community, providing the opportunity for each person to recognise and fulfil their God given gifts and abilities. Through a creative, inclusive curriculum, we inspire all to be lifelong learners, equipped with the skills needed to be thankful, generous members of society.

### Our Bible Narratives:

The Bible narratives referencing God/Jesus as: 'The Good Shepherd,' come from both the New and Old Testament.

### Explaining our Bible references

Our Vision at Hartlip School is embedded in the imagery of God/Jesus as the Good Shepherd. We draw upon these images in both the Old and the New Testament of the Bible. We believe that our daily living in school, directed by our values draws parallels to that of a shepherd taking care of his sheep.

Our Christian School Values are: Friendship, Forgiveness, Peace, Trust and Thankfulness

**Friendship:** As the Good Shepherd cares for every member of the flock, we live together in friendship. In learning to live, we accept that not every person may be our friend and at times, we may, like the Lost Sheep, lose our way. Despite our difficulties, we are all still members of the same flock. We care for each other and treat others in the way we would like to be treated ourselves.

**Forgiveness:** In order to live in friendship, we must learn forgiveness. We recognise that in living together, we will make mistakes. We understand that to live in friendship with each other, we must learn to forgive each other, in the same way that God forgives us:

"forgive each other, just as in Christ God forgave you."

We teach that we learn from our mistakes. By forgiving others, we ensure that we live in friendship:

"Be kind and compassionate to one another, **forgiving** each other, just as in Christ God forgave you."

**Peace:** When living in friendship with each other and learning to forgive each other, we experience peace. This learning extends beyond our school community in to society. To live in a peaceful world, we need to cascade friendship and forgiveness.

**Trust:** As the sheep trust the shepherd to take care of them, we learn that Christians believe God takes care of us. Our school community is a safe environment where all can flourish. Children and parents trust staff to provide a nurturing, caring and safe environment where all can fulfil their God given gifts and abilities. Children, parents and staff trust the leadership of the school to ensure their safety in an



environment whereby everyone can thrive. In the same way that a shepherd protects sheep from all harm and danger, the school does likewise for its members.

**Thankfulness:** Just as a sheep is thankful for the safety of a rich environment, so too are we thankful for our school community and all that it offers. We learn to be outward looking, thinking about 'we', as opposed to 'me'. We try in all things to 'give thanks,' to be grateful for what we have and to give to others less fortunate than ourselves. We seek to serve and extend this learning in to a wider world, learning to live!

### **Purpose**

- Developing an effective partnership between the school, parents and other carers
- Consolidating and reinforcing skills and understanding, particularly in English and Maths.
- Encouraging pupils as they get older to develop confidence and self-discipline needed to study on their own, and preparing them for the requirements of secondary school.

### **Our Approach to Home Learning:**

As we continue to navigate through the pandemic, we are aware that our children need to make accelerated progress to catch up to age expected levels.

All learning is reliant on the basic and vital skills of: reading, writing and mathematics. Children learn best by constant repetition and rehearsal.

The essential core therefore of our home learning policy, is for children to rehearse daily: reading, writing and mathematics.

We view education as a holistic process. We encourage children to talk about their learning at home and explore further topics of both interest and involvement. Additionally, learning is not just about academics. Essentially, children need to learn and manage a variety of skills to thrive in society and in the next steps of their educational journey.

Teachers produce an optional task sheet (attached) every term, for children to explore and participate in at home. This sits alongside the essential components of our home learning: reading, writing and maths. The grid has four levels, illustrated with sheep, a link to our vision! Level 1 are easier options going up to harder or more time-consuming options. Teachers will circulate this activity to grid to parents at the end of week one in each new term.

Our home learning policy details the expectation in each year group. We do not allocate specific timings, but share with you the fact that children can be expected to concentrate for no longer than one minute for each year of their life. Therefore, if your child is 5 years old, we advise no longer than 5 minutes on each task, ten years of age, ten minutes on each task.



**Year R:**

- Daily reading. This includes the school book(s) sent home, books allocated on Bug Club, as well as the reading of any other books that are at home; repeating nursery rhymes, counting rhymes, counting, reinforcing letter sounds, reading key words, and sharing library books
- Class teacher will advise of any specific writing activity. This is likely to relate to phonics in the first instance: letter formation, handwriting patterns, fine motor skill activities.
- Class teacher will advise of any specific number activity. This is likely to relate to number recognition in every day life, number formation and simple number bond calculations.
- Optional homework activities chosen from the homework grid.

**Year 1 and 2**

- Daily reading. This includes the school book(s) sent home, books allocated on Bug Club, as well as the reading of any other books that are at home; repeating nursery rhymes, counting rhymes, counting, reinforcing letter sounds, reading key words, and sharing library books
- Class teacher will advise of any specific writing activity. This is likely to relate to phonics in the first instance: letter formation, handwriting patterns, fine motor skill activities; leading to the learning of and writing of spellings. Children will work towards spelling assessments each week, when they can showcase their learning.
- Class teacher will advise of any specific number activity. This is likely to relate to number recognition in everyday life, simple number bond calculations and early multiplication: counting in 2s, 5s and 10s
- Optional homework activities chosen from the homework grid.

**Year 3 and 4**

- Daily reading. This includes the school book(s) sent home, books allocated on Bug Club, as well as the reading of any other books that are at home; reading key words, and sharing library books. Children may well be researching the meaning of the spellings they have to learn. They may have comprehension tasks to complete and book reviews.
- Class teacher will advise of any specific writing activity. Children will be allocated spellings to learn each week to showcase. They may well be writing these in sentences to demonstrate meaning.
- Class teacher will advise of any specific number activity. Children should learn and be competent with multiplications 1 – 10
- Optional homework activities chosen from the homework grid.

**Year 5 and 6**

- Daily reading. This includes the school book(s) sent home, books allocated on Bug Club, as well as the reading of any other books that are at home; reading key words, and sharing library books. Children may well be researching the meaning of the spellings they have to learn. They may have comprehension tasks to complete and book reviews.
- Class teacher will advise of any specific writing activity. Children will be allocated spellings to learn each week to showcase. They may well be writing these in sentences to demonstrate meaning.
- Class teacher will advise of any specific number activity. Children should learn and be competent with multiplications 1 – 12. They should continuously rehearse for swift recall.
- Optional homework activities chosen from the homework grid.



### **Role of the Parent**

Children benefit enormously from being able to discuss their learning with parents. We ask that parents support the school in encouraging their children to develop a responsible attitude towards their home learning and support them in developing vital key skills.

Children have a reading record book, which moves between home and school. We are grateful to hear parental feedback about the books shared and how children have responded. Teachers will also share this information with parents when they read with children in school. It is also important for parents to read to children. This could be a bedtime story, or sharing a book together at an alternative, convenient time.

Life is full of learning opportunities. Notice and talk about everything around you. Every task or activity completed is learning itself! Immersing children in a language rich environment is the greatest gift that can be shared.

A balance between supporting the learning and independence should be a gradual development. When children transfer to secondary school, they will need to independently manage their home learning and meet deadlines.

Providing your child with 1:1 support at home is invaluable. Do not be surprised if your child demonstrates understanding to you that may take longer to be evidenced in school. This is typical of the movement between 1:1 support in a quiet setting without distraction, compared to that of a class of 30 when interaction with friends is a constant and tempting distraction! Skills will soon be transferred and apparent in both settings. The same is typical for children who are tutored.

Enjoy this special time with your child. Build it in to a routine that suits you as a family and works well for you. Try not to get in to struggles as this can have an adverse effect, gain little and grow resentment. If you are experiencing difficulties and require support, please contact your child's class teacher.

School supports parents in supporting their children by running frequent workshops on supporting learning. If parents are unable to attend, school will always share presentation slides.

