



Be . Build . Become

'Encourage one another and build each other up.' Thessalonians 5:11

Bloxham CE Primary Home learning Policy January 2025-January 2028

INTRODUCTION

At Bloxham we define **Home Learning** as any learning or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers.

There are no guidelines for the amount of homework pupils should receive at primary school and we acknowledge that within our parent body they will be wide ranging views on what families expect us to set, as well as, when and how children are expected to achieve this.

At Bloxham we want each and every one of our pupils to be and feel successful. For some children their will feel successful because of their in-school academic achievements whilst for others their success will be in out-of-school activities. We know that there is a limited amount of time available at the end of the school day and we appreciate that our families need to balance child-led interests with school set expectations and household logistics. There is however a benefit to pupils developing home learning routines which will support them to be successful learners as they progress through education.

The Education Endowment Foundation has considered the impact on pupils of home learning. Its five key findings were:

1. Homework has a positive impact on average (+ 5 months).
2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).
3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).

AIMS OF THIS POLICY

- To ensure a consistent approach to home learning throughout the school.
- To ensure that teachers, parents/carers, and children have a clear understanding regarding expectations for home learning.
- To ensure that teachers, parents/carers, and children are fully aware of the role they play with regard to home learning.

CURRENT PRACTICE

Home learning should be used to effectively reinforce and/or extend what is learned in school. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school.

Where pupils do not have capacity to complete learning at home, time will be given within school to enable these tasks to be completed, however this may be during a non-teaching session such as lunchtime.

The school believes that a regular pattern is important and establishing a familiar routine. Our home learning is based on purposeful practice. Online apps which provide both tutorials and immediate feedback will be utilised as research indicates such feedback has higher impact.

6. THE NATURE OF HOME LEARNING

The nature of home learning will change as children get older.

<p>Foundation Stage</p> <p>Parents/carers are encouraged to share reading books with their children at home. Reception parents/carers are encouraged to spend 10 minutes each evening with their child reading books. This will be a book matched to the phonics they are learning in class and/or the phonemes they need to practice. This should be read three times to develop confidence and fluency. We will also send home a book for sharing. Practise key words and sounds daily. These will be sent home in your child's book bag.</p> <p>Just as in reading we encourage parents to provide regular support in maths by practising counting and number bonds. Children in Foundation will be set activities online via School Jam. Other ideas about how you can support your child at home can be found on the Early Years Foundation Stage tab on the website under useful links. Families will be sent links to phonics videos to support with this learning.</p>	
<p>Year 1</p> <p>Parents/carers are asked to hear children read for 10-15 minutes daily or for longer if children wish to do so and to record this in their reading record. This will be a reading book matched closely to their phonic phase and a book to share together. The phonics reading book will be read three times to develop confidence and fluency. Families will be sent links to phonics videos to support with this learning.</p> <p>Spellings should be practised using the look, cover, write, check method with additional activities assigned via Spelling Shed Practise learning key sounds which will be sent home in your child's book bag.</p> <p>When children begin to learn number bonds, we ask parents to help them to practise these at home. Pupils in Year 1 will be set maths activities online via School Jam linked to their classroom learning.</p>	<p>Year 2</p> <p>Parents/carers are asked to hear children read for 10-15 minutes daily or for longer if children wish to do so and to record this in their reading record. This will be a reading book matched closely to their phonics phase and a book to share together. The phonics reading book will be read three times to develop confidence and fluency. Families will be sent links to phonics videos to support with this learning.</p> <p>Spellings should be practised daily using the look, cover, write, check method with additional activities assigned via Spelling Shed. Pupils should also practise learning key sounds which will be sent home in your child's book bag.</p> <p>When children begin to learn tables and number bonds, we ask parents to help them to practise these at home. Pupils in Year 2 will be set maths activities online via School Jam linked to their classroom learning.</p> <p>Pupils from Year 2 upwards will also be asked to practise their times tables using TT Rockstars.</p>
<p>Year 3</p>	<p>Year 4</p> <p>Parents/carers are asked to encourage children to read for 10 to 20 minutes each</p>

<p>Parents/carers are asked to encourage children to read for 10 to 20 minutes each evening and record this in the diary.</p> <p>Spellings should be practised daily using the look, cover, write, check method with additional activities assigned via Spelling Shed.</p> <p>Times Table Rock Stars should be practised regularly and pupils will also be set activities each week on Maths Flex linked to learning in their maths lessons.</p> <p>In addition, there may be an occasional piece of homework to support in class studies for example a mini topic linked to science.</p> <p>Students also have the opportunity to review knowledge organisers and key vocabulary to reinforce sticky knowledge.</p>	<p>evening and record this in the diary. Spellings should be practised daily using the look, cover, write, check method with additional activities assigned via Spelling Shed.</p> <p>Times Table Rock Stars should be practised regularly. Pupils will also be set activities each week on Maths Flex linked to learning in their maths lessons.</p> <p>In addition, there may be an occasional piece of homework to support in class studies for example a mini topic linked to science week.</p> <p>Students also have the opportunity to review knowledge organisers and key vocabulary to reinforce sticky knowledge.</p>
<p>Year 5</p> <p>Parents/carers are asked to encourage children to read for up to 20 minutes each evening and to encourage independent reading in addition to this.</p> <p>Spellings should be practised daily using the look, cover, write, check method with additional activities assigned via Spelling Shed.</p> <p>Times Table Rock Stars should be practised regularly. Pupils will also be set activities each week on Maths Flex linked to learning in their maths lessons.</p> <p>Students also have the opportunity to review knowledge organisers and key vocabulary to reinforce sticky knowledge.</p>	<p>Year 6</p> <p>Parents/carers are asked to encourage children to read for up to 20 minutes each evening and to encourage independent reading in addition to this. Spellings should be practised daily using the look, cover, write, check method with additional activities assigned via Spelling Shed.</p> <p>Times Table Rock Stars should be practised regularly. Pupils will also be set activities each week on Maths Flex linked to learning in their maths lessons.</p> <p>In Year 6 children may have extra tasks to do linked with their Statutory Assessment Tests and sometimes may be asked to complete additional work to support in class studies.</p>

Other opportunities for the family to be involved in their child's learning.

At the start of each term parents will be issued with a curriculum overview sheet to inform them about the main contexts for learning and suggestions for follow up tasks and family activities that link in with the learning. Knowledge organisers will also be sent home to enable families to be aware of key vocabulary and key learning points within each topic. Knowledge organisers and vocabulary sheets may also be found on our website.

As a general rule there will be no home learning set in the holidays, however there may be opportunities for home tasks such as drawing or reading competitions. For pupils in Year 6 tasks may also be set linked to their Statutory Assessment Tests.

We encourage our families to continue with reading. The importance of reading at home cannot be over-emphasised and we hope that children will read for pleasure in their own time.

ROLE OF THE SCHOOL

To provide timely information in relation to learning for the term.

To set homework tasks regularly and in keeping with the expectations for the Year group

To inform families when home learning tasks are repeatedly missed and to work with families to find solutions with respect to this

To provide pupils with opportunities within the school day to complete tasks, they are unable to complete at home

ROLE OF PARENTS/CARERS

We would like parents/carers to:

- try and hear their child read every day, read to them or encourage them to read independently
- try and get involved and above all talk to them about their learning and listen to what they tell you.
- using the information sent home in the curriculum overview sheets and knowledge organisers to explore their learning and try to take them to museums and libraries.
- if you have access to the Internet, use websites to help your child explore the subjects they are learning at school. There will be many useful links on our school website.
- during school holidays, continue to hear them read and revise their times tables
- make it clear that they value learning, and they support the school

CONCERNS

If you have any concerns about the levels of home learning or the content etc., please see your child's class teacher. Do not let your child get upset about home learning; if there is a problem come in and speak to the teacher about it so we can support and advise.

EQUAL OPPORTUNITIES

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Bloxham C of E Primary School is committed to creating a positive climate that will enable everyone to work free from any intimidation and harassment and to achieve their full potential. Children who do not have access to the internet are able to use the computers in school.

PUPILS UNABLE TO ACCESS SCHOOL

We are mindful of the impact of extended absence from school due to ill health. Some pupils may be unable to access school but are able to access learning. In these circumstances class teachers will provide a broad overview of learning to take place through the half termly planners and online access to our learning platforms will continue to be provided. In addition teaching staff will have access to set family style learning activities through our Cornerstone Maestro platform and may also direct families Oak National Academy and BBC Bitesize. The school does not set home learning when pupils are absent due to term time holidays as this is not endorsed by the school.