



HOME LEARNING POLICY

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HOME LEARNING POLICY

At Cherry Tree we believe that encouraging our pupils to learn at home will enable them to develop the skills, confidence and motivation to study effectively on their own and to consolidate and reinforce the skills and understanding developed at school.

Research into the impact of home learning demonstrates that:

- When homework tasks are specific and focused on the learning taking place in school, they have the most impact.
- Independent homework projects or activities preparing for future learning have the most impact
- Giving children daily worksheets which consolidate previous learning has low impact on children's learning
- It is important for teachers to monitor homework.

Research shows that home learning can have the following non-academic benefits for children:

- Learning the importance of responsibility for learning
- Managing their time effectively
- Developing study habits
- Developing perseverance – staying with a task until it is complete

Taking this into account, and the aims of the national curriculum, our expectations for home learning are set out in this policy. Home learning may take different forms each week but always with a focus on regular, necessary skills.

The Importance of Talk

Research supports the importance of vocabulary development from an early age. We would therefore encourage parents to talk daily with their children about what they have learnt at school, for example, by holding the following sorts of discussions:

- Tell me about the most interesting thing you have learnt today
- How could you have improved your learning today?
- What did you enjoy most about today's learning?
- What do you predict you are going to be learning about next?

Out of School Learning Experiences

Rich experiences outside of the school setting helps their holistic development. We would recommend parents take every opportunity to enhance their children's learning outside of the school through a range of activities, e.g.:

- Take advantage of the huge range of free entry museums, galleries and public spaces in the local area and into London. Remember, children travel for free on the London Underground.
- Children spending time outdoors.
- Children being involved in sporting clubs, scouting or guiding.
- Children learning an instrument or singing in a choir.
- Travelling to interesting places, for example the seaside, the countryside or other cities.

Reading

We expect all pupils from Nursery to Year 6 to read daily to an adult. Reading can take any form and pleasure is to be encouraged. Children may choose to read a comic, a newspaper, a novel or a picture book. In some year groups, we expect them to read their book given to them by their teacher (outlined below). Encourage them to explore the text and support them with challenging words or understanding. Following reading together, discuss what you have read with your child. You could use the following prompts:

- Can you summarise the story so far?
- Why do you think that the author chose that word?
- What effect does this sentence have on the reader?
- Does this remind you of any other books you have read?

Nursery
Enjoy book and nursery rhymes together e.g. read a bedtime story

Reception	Read the Little Wandle book daily (signed in the Reading record by a home adult) Any other books can be enjoyed together too
Year 1	Read the Little Wandle book daily (signed in the Reading record by a home adult) Any other books can be enjoyed together too
Year 2	Read the Little Wandle book daily (signed daily in the Reading record by a home adult) Any other books can be enjoyed together too
Year 3	Read and explore any books daily (signed daily in the Reading record by a home adult)
Year 4	Read and explore any books daily (signed daily in the Reading record by a home adult)
Year 5	Read and explore any books daily (signed weekly in the Reading record by a home adult)
Year 6	Read and explore any books daily (signed weekly in the Reading record by a home adult)

Spelling

Class teachers will provide children with spelling homework to be completed at home. These spellings will be linked to the year group expectations for your child or key topic words.

Year 1	Practise 3 given words a week using 'Look Cover Write Check'
Year 2	Practise 10 given words a week using 'Look Cover Write Check'
Year 3	Practise 10 given words a week using 'Look Cover Write Check'
Year 4	Practise 10 given words a week using 'Look Cover Write Check'
Year 5	Practise 10 given words a week and write the definition and word class of each word
Year 6	Practise 10 given words a week and write the definition and word class of each word

Maths

Reception	Practise counting from 1 to 10 Practise recognising numbers from 1 to 10 Practise writing numbers from 1 to 10 Use Numbots from Spring Term
Year 1	Using Numbots for 15 minutes a week (e.g 5 mins x 3): Practise number bonds to 10. (Example: $3 + ? = 10$) Practise number bonds to 20. (Example: $? + 12 = 20$)
Year 2	Using Numbots for 15 minutes a week (e.g 5 mins x 3): Practise number bonds to 10. (Example: $3 + ? = 10$) Practise number bonds to 20. (Example: $? + 12 = 20$) Using TT Rockstars where appropriate: 2, 5 and 10 times tables up to 12 x, and corresponding division facts (e.g. $50 \div 10 = 5$)
Year 3	Using TT Rockstars for 30 minutes a week (e.g 10 mins x 3): 3, 4 and 8 times tables up to 12 x, and corresponding division facts (e.g. $24 \div 4 = 6$)
Year 4	Using TT Rockstars for 30 minutes a week (e.g 10 mins x 3): 6, 7 and 9 times tables up to 12 x, and corresponding division facts (e.g. $30 \div 6 = 5$)
Year 5	Complete 1 page a week of the CGP book (teacher will set which page and share the hand in date) Where needed, all times tables and division facts up to 12 x 12 on TT Rockstars
Year 6	Complete 1 page a week of the CGP book (teacher will set which page and share the hand in date) Where needed, all times tables and division facts up to 12 x 12 on TT Rockstars

Project Work

Children will be given a suggestion of activities and projects linked to the topics they are covering in class. This is for you to complete together if you wish to. It is a great opportunity to work together, encourage creativity and allow them to show their learning in a way that excites them. These projects can be brought into school and shared on 'X' and at Open Classroom events.

Early Years Foundation Stage

Pupils are given a variety of practical tasks to complete at home. Parents are encouraged to upload this work onto our online learning journey, Tapestry. Parents are also welcome to upload any moments from home at any time. Pupils can then share these with their friends in class.

Recommended Time Allocation

Home learning should not create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, plenty of time will be given for the completion of a home learning task, except where daily practise is to be encouraged e.g. reading, spelling and times tables.

Parents/carers should:

- Be actively involved in their daughter/son's home learning activities
- Provide a reasonably peaceful, suitable place for doing home learning
- Show their children that they value home learning and support the school by explaining how it can help their learning
- Keep themselves informed about the home learning that has been set and the deadlines involved in order to support their son/daughter
- Encourage their children then praise them for completing home learning
- Let the school know if they or their son/daughter are experiencing difficulty with the type or amount of home learning set by the school