



HOME LEARNING POLICY

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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 Reception to Year 6 to read daily for at least 20 minutes 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. 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?

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.

Maths

Counting, number bonds and times tables are a focus here.

Times Tables – We expect all children in years 2 to 6 to practise their times tables for ten minutes every day. This can include chanting, singing, copying out and practising on online games and apps. The children are familiar with Times Table Rockstars and Numbots. Both of which they can use at home.

Reception	Practise counting from 1 to 20 Practise recognising numbers from 1 to 20 Practise writing numbers from 1 to 20
Year 1	Practise number bonds to 10. (Example: $3 + ? = 10$) Practise number bonds to 20. (Example: $? + 12 = 20$)
Year 2	2, 5 and 10 times tables up to 12×2 , 5 and 10 and corresponding division facts (e.g. $50 \div 10 = 5$)
Year 3	3, 4 and 8 times tables up to 12×3 , 4 and 8 and corresponding division facts (e.g. $24 \div 4 = 6$)
Year 4	6, 7 and 9 times tables up to 12×6 , 7 and 9 and corresponding division facts (e.g. $30 \div 6 = 5$)
Year 5	All times tables and division facts up to 12×12
Year 6	All times tables and division facts up to 12×12

Project Work

Children will be set project work linked to the topics they are covering in class. This will be in the form of a 'Homework Menu'. Engage with your child and allow them the freedom to explore these tasks in a way that inspires them. Draw out vocabulary whilst completing these and ask them to reflect on the task they are completing. Celebrate your child's achievements and allow them to bring their final piece in to school to share with their class and their teacher at the end of the half term. These are celebrated not only in school but also on our Twitter pages too.

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.

We suggest that these are appropriate time allocations for home learning activities (outside of daily reading activities): Foundation stage – up to 10 minutes per day

Key Stage 1 - 15 minutes per day

Years 3 and 4 – 20 minutes per day

Years 5 and 6 - 30 minutes per day

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