



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
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Home Learning Policy

At Onchan School we believe that education is a partnership between our pupils, parents and our school.

Our children work incredibly hard during the school day, so we believe that if the children are working to their full potential in school hours, then a corresponding amount of 'down time' is essential for a work/life balance, however some form of home learning is required to help support that learning and to prepare the children for schooling beyond Onchan School.

The aims of this document are to:

- Ensure that parents are clear about what their child is expected to do
- Ensure that there is consistency across the school
- Use home learning as a tool to help to continue to support learning in school
- Improve the quality of the learning experiences offered to pupils and extend this outside the classroom
- Provide opportunities for our parents and children to work in partnership

Home learning should not be too onerous and neither should it disrupt family life. If Parents or Carers have any concerns about the home learning that has been set, they should not hesitate in contacting their child's class teacher.

Home learning activities will take place in various forms such as:

Phonics, reading, joint family activities, consolidation activities, challenge worksheets, Times tables Rockstars, topic tasks and research. Each year group will set their own home learning activities, and these will differ as the children grow through the school.

Phonics

Foundation and Key Stage One use phonics learning logs which support the crucial teaching of phonics in school. Phonics Learning Logs begin in Foundation Stage and are shared with families during the Reception year, Year One and Year Two. Reference should be made to the phonics policy for teachers which identifies timescales for teaching phonics.

Onchan School Values

Compassion - Integrity - Endeavour - Courage - Respect



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Reading

Reading is important at any stage of a child's development and it is vital that young children are read to and with as well as reading or attempting to read for themselves. At the start of the reading process especially, children may be encouraged to make up stories to go with the pictures until they can tackle print. It is essential that an enjoyment of books is seen as an integral part of reading. Picture books are the first step which then become more challenging following the introduction of phonics.

From October Half Term in Reception children will come home with their reading book on a daily basis and we hope that parents and carers will share their reading books regularly. In all other year groups children are issued with reading books from the beginning of the school year.

Sharing text with children remains important at KS2. This could include a discussion on a variety of book- fiction, non-fiction, magazines, newspapers, comics, electronic texts etc. All children are able to change books regularly. We use a system of book-banded books using a variety of schemes until a child is a 'free reader'.

Big Questions

The use of 'Big Questions' is one of our Key drivers. The children are taught how to research and take learning in different directions. To carry out an investigation to answer these big questions we would use books, the internet, talk to different people to find answers to our questions. Sometimes your child's class teacher may set a Big Question such as 'Can we have too many trees', which is an open ended question and is designed to encourage thinking and research.

FS Teams

We start the home learning journey in Foundation Stage. At the beginning of the year we talk to parents about the importance of reading each night with their child. When formal phonics lessons begin, children are sent home with a Phonics Learning Log. Children are then given their first reading books after October half-term. We also provide additional learning opportunities for Phonics, Maths and Topic on Teams, for parents that would like to support their children further. The activities that we offer support the children in consolidating the learning that has taken place in the classroom that week. This learning is not marked and does not need to be submitted, as it has no deadlines and is to be used as a tool to consolidate in class learning. We also have a section on our page called 'Parent Support', which offers guidance on how we teach Phonics and Maths in school.

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KS1 Teams

The most important parts of home learning within Key Stage One are reading each night and completing the Phonics Learning Log. We do however also provide extra learning opportunities on Teams should parents wish to support their children further. Each Friday activities are uploaded on to each year groups Teams channel. The activities are designed to consolidate the learning which has taken place in school during the week and also help to keep parents informed as to how we teach different areas. As well as these activities, the phonics codes covered during the week will be listed and other useful links may be uploaded as and when it is appropriate. This learning is not marked and does not need to be submitted, as it has no deadlines and is to be used as a tool to consolidate in class learning.

KS2 Teams

Home learning for KS2 is uploaded on to Teams every Friday. The activities include Maths fluency questions, a Maths reasoning activity and a SPaG activity which are all designed to support and consolidate the learning that has taken place in school. As well as this, a variety of links and other learning opportunities

While our home learning is not compulsory, it is strongly encouraged at the top end of school so that the children can begin to take ownership and responsibility for their own learning, laying the foundations for high school.

Home learning does not need to be submitted and won't be marked.

Times Tables Rockstars and Spelling Shed

When children start Year 3, they are given logins for both Times Table Rockstars and Spelling Shed. Both platforms are an invaluable tool to support the learning of Maths and spelling. Children will be set assignments and challenges on Spelling Shed based on their weekly spellings and should be encouraged to complete these each week.

Teacher Feedback and Marking

Foundation Stage – Phonics Learning Logs are assessed every Thursday and are returned home on the Friday with new phonemes/codes. Children also have an individual read with a staff member every Monday/Tuesday. Staff comment on areas for development in reading records, to support reading at home.



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Key Stage One – Phonics Learning Logs will be individually assessed every Thursday and will be returned home on the Friday with new codes in. Activities on Teams will not be marked.
Key Stage Two – Teachers are able to set challenges and assignments on Spelling Shed as well as monitor engagement on both TT Rockstars and Spelling Shed. Activities on Teams will not be marked.

Other activities we feel are important

Traditional homework was often the least valuable activity which could be done at home to support learning and recent research has shown that very often, lengthy, time consuming tasks and photocopied sheets do not necessarily impact upon learning and retention. Children are unable to concentrate for long periods of time. For this reason, while we may set some activities that reinforce the learning that has been taking place in school, we also appreciate Parents and Carers supporting the children's development of speaking and listening by:

- Baking
- Gardening
- Going for walks
- Exploring
- Playing games together
- Joining different groups to build wider friendships etc

The role of Parents and Carers

We appreciate the partnership we have with our families. We value you:

- Supporting your child to complete the learning
- Reading with your child
- Setting a routine
- Encouraging and praising your child for the learning they complete

Inclusion

All children in our school have access to home learning activities. From Reception, where teachers record and read stories, to our Specialist Provision Centre where the staff set learning that is supportive to the children's next steps.

We welcome feedback but are clear that home learning is very different to the learning that takes place during the school day and should support it in a meaningful way.