

Home Learning

Hawthorn Primary School



INDIVIDUALLY WE MATTER, TOGETHER WE SHINE

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At Hawthorn Primary School, we encourage all children with home learning to enable them to practise skills and learning they have already completed in school. Sometimes the aim is to repeat something they have learnt in class as a practise exercise. On other occasions, the home learning will ask children to apply their learning to a new context. At all times, however, children will not be given work to do at home that they have not learnt in school unless it is a project which asks them to find out about something new. For example, to do their own project about WW2.

Our Aims

We aim to provide opportunities for parents/carers to work alongside their child/ren to support their learning in school. This is because we want to work as a partnership in your child's learning – school, the child and parents working together to help your child/ren to reach their full potential.

Why do we encourage home learning?

- It can inform parents about work going on in class
- It can further stimulate enthusiasm for learning
- It takes advantage of the home environment and resources and the chance for some one to one adult time
- It can be a great source for gathering topic information to share with all the children
- It is a great opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts
- It helps to foster good habits of organisation and self-discipline in preparation for the demands of Secondary School.

Home learning at our school

Whilst we support all of the above key principles, Hawthorn Primary School is not a school at where home learning dominates home and school life. We accept that not every activity will capture children and parents' imagination and that some days can be busy. We believe that home learning should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning. We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice. We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However, discreet homework registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

EYFS (Nursery) Children/parents to sing nursery rhymes, songs and read books together. Talk about the difference between pictures and words, titles, authors' names and predict what will happen next in the story. Read poems and rhymes and information books as well as stories.

Children will have letter work to practise at home and games to play once they have settled into nursery.

EYFS (Reception) Home learning will focus on reinforcing daily phonics through books and weekly reading. Talk about the difference between pictures and words, titles, authors' names and predict what will happen next in the story. Read poems and rhymes and information books as well as stories. Maths activities will focus on numbers, and encourage your child to develop an understanding of quantity, simple addition/subtraction. Each child will be sent home individualised learning.

KS1 – (Year 1 and Year 2) Home learning will focus on common exception words (5 each week in Y1 and 10 each week in Y2). Each child will have their own busy bag which will be sent home each week. Work in the bags will link to the weekly learning focus. Your child should read daily for at least 10mins. Encourage your child to read aloud and predict what will happen next. Books will change weekly. Maths will focus on number bonds, simple addition/subtraction, multiplication/division and will be personalised depending on individual needs. By the end of year 2, all children need to learn their 2x, 5x and 10x tables fluently.

KS2 – (Year 3, 4, 5 and 6) Children must continue to learn their times tables. By the end of year 3, all children need to continue to practise their 2x, 5x and 10x tables but to also learn their 3x, 4x, and 8x tables. By the end of year 4, all children need to learn their 6x, 7x and 9x tables, as well as their 11x and 12x tables. It is the expectation that children improve the speed of their recall and learn what the corresponding division facts are. For example, $7 \times 6 = 42$. Also $42 = 7 \times 6$. By year 5 and year 6, it is expected that all children should have fluent recall of their times tables. Maths activities will be completed in CGP home learning books, alongside CGP books for Grammar activities. Weekly spellings will be sent home. Your child should now be reading daily for 20 minutes. Reading should increase to include regular sustained periods so that children develop the habit of 'getting into a good book'. (Reading a few pages every few days inhibits this). Although fluent readers are likely to be reading independently by this age, parents/carers still need to hear them to read out loud to develop their fluency in harder text types. Developing readers will still need reading support on a daily basis.

In Y6 children may also receive practice test papers near the time of their SATs to help them become familiar with the test format. Home learning will be sent out on a Monday and returned on a Friday.

Our staff hope that you can support us in getting the balance right. We want to work together with you to help your child be the best they can possibly be and reach their full potential. If you have any concerns about the home learning set, please contact your child's teacher.