



## Home Learning Policy

At Bewdley Primary School, we aim to provide a secure and happy environment where everyone can enjoy learning and be inspired to:

- Achieve their best in everything by being responsible and working hard
- Appreciate their own and others' value and importance
- Be thoughtful, kind, caring and active members of the school and beyond
- Be proud of their achievements
- Develop imagination through creativity and resourcefulness
- Be emotionally resilient and determined and able to overcome any obstacle

At Bewdley Primary School, we recognise the value and impact of learning that takes place outside the school day and want to fully support our parents and carers in providing opportunities for pupils to practise, build upon and enhance the skills, knowledge and understanding that are part of their school curriculum. Please be aware that we have an additional **Remote Learning Policy** for when education is provided by the school for pupils unable to attend school due to whole or partial school closure.

Time at home spent with family members doing a range of activities supports both educational, emotional, physical and social wellbeing. Taking a walk in the park, visiting shops, handling money, watching films and news reports (for older pupils), playing games, cooking, making things, just talking things through etc. provide really valuable learning opportunities. In school, we try to provide 'real-life' learning experiences so pupils understand why they are learning something. All the learning at home is real life! Writing invitations, shopping lists, thank you letters have a genuine purpose. It is our belief that children who are happy, confident, have a strong sense of identity and belonging and a love of learning are much more likely to be successful at school and beyond.

We all want our children to achieve the best they possibly can but this isn't necessarily about doing more school work at home, it is about doing other learning at home to enhance what is being done in school.

We believe that the activities suggested better support the learning, progress and wellbeing of our pupils than simply repeating worksheet based tasks. However, only parents/carers can decide on how much is appropriate as we do not know what individual pupils' family life and commitments are. We will not punish children who do not do homework, but we do encourage parents/carers to try to fulfil the suggestions laid out in the table at the end of this policy as we feel that this will provide children opportunities to extend their learning. We may also give opportunities for pupils to undertake additional practice during playtime and lunchtime if they have been unable to do learning at home and to prevent them falling behind.

## Literacy

It is **absolutely vital** that all children are encouraged to read and be read to **every** day even if it is only for 10 minutes. Reading enables children to access and understand all aspects of the curriculum. Additionally, children who read and are read to, often have a greater range of vocabulary, understand how grammar and punctuation is used, are able to recognise when their spelling is incorrect, have a good imagination, are able to apply techniques to their own writing and have a good general knowledge. All of this supports greater achievement in phonics, reading, writing, spelling, grammar and punctuation assessments. You do not always have to use the child's school reading book – use other texts as well to encourage a wider range of reading. Parents from Year 2 upwards can login to Accelerated Reader to see how well their child is progressing in their quizzes. They can also log in to MyOn to access online reading linked to Accelerated Reader.

Each key stage has statutory spelling words which will be taught throughout the year in school. In addition to these, every child will be given a set of spellings to practise each week which links to spelling lessons in school. These may follow a specific pattern or based around a particular topic. We are using Spelling Shed to reinforce these spellings at home (every child has a login) and a paper copy is also sent home every week from year 1 upwards.

## Maths

The school website has activities and links to other useful sites that will support your child with their maths learning based on the objectives that are being covered that half term.

It is very important that children learn their number bonds to 10, 20 and 100 etc. (e.g.  $1 + 9 = 10$ ,  $10 + 90 = 100$  etc.) and multiplication facts. This needs a constant drip feed and recall which cannot always be done during lessons. Any additional practice of this would be really supportive for your child's mathematical development.

Additionally, pupils from Year 1 are encouraged to take part in Times Table Rockstars in order to improve their times tables facts.

From Years 3 – 6, children will be given bespoke home learning activities using the Freckle programme to support their individual maths needs. Pupils can also go on to Freckle to practise other maths topics of their choice but at an appropriate level.

Don't forget that practical maths is a fabulous way to develop skills and for children to appreciate maths in the real world. For example, measuring weights for cooking, measuring during DIY projects, distances on journeys, money calculations when shopping or simply identifying numbers when round and about. Look for opportunities and share them with your child.

## Topic

Pupils in Reception and Key Stage 1, are encouraged to carry on with their learning outside the classroom following interests that have been inspired in class. Each class has a Homework Heroes Board where children's work is celebrated.

In Key Stage 2, pupils are given the opportunity to undertake a project at least once a term. This project enables pupils to lead their own learning within a theme and allows for self-organisation, the development of creativity and inspiring a love of learning. The work brought in is exhibited to other pupils, and sometimes parents and carers, where children can explain and present what they have done. They will be given verbal feedback on their work both from the teacher and their peers.

## Additional Learning

Where we feel that a child will benefit from specific practice in a particular area, they will be given individual activities to support this. This way we can bespoke the learning to the child's needs at any particular time rather than giving blanket homework which may or may not be supportive to the individual child. This could be in a variety of subjects but will never be 'new' learning just reinforcement of learning already undertaken in the classroom.

We are always delighted to see any other learning a child has undertaken outside of school and, where possible, would encourage them to bring this into school so that it can be celebrated in school as well.

As a guide, we would recommend the following for specific school related home activities:

PHASE	SUGGESTED ACTIVITIES AND APPROX TIME
<b>Reception Year 1 and Year 2</b>	<p style="text-align: center;"><b>Reading Phonics</b> <b>(provided by class teachers)</b> (10 mins x 7 days = 70 minutes per week) Spellings from Year 1 One or two maths activities from website suggestions Topic work – children's own choice when inspired by classroom activities</p>
<b>Year 3 and Year 4</b>	<p style="text-align: center;"><b>Reading</b> (At least 10 mins x 7 days = 70 minutes) A few maths activities from activities on the website (paper copies also sent each half term) TT Rockstars Freckle (Maths) Spelling Practice Spelling Shed Topic Work (each half term)</p>
<b>Year 5 and Year 6</b>	<p style="text-align: center;"><b>Reading</b> (About 15/20 mins per day) TT Rockstars Freckle (Maths) Spelling Practice Spelling Shed Topic Work each term <i>SATs revision guides will be provided during the Spring Term</i></p>