



Home Learning Policy

Updated February 2024

1 Introduction

1.1 At Lapal we believe that home learning supports a child's education and that our children benefit greatly from the mutual partnership of parents/carers and teachers in encouraging them to learn both at home and at school. One of the aims of our school is for children to develop as independent learners and we believe that home learning is one of the ways in which children can acquire the skill of independent learning. It can also be a way of establishing a meaningful dialogue between home and school.

1.2 Home learning plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We believe they develop their skills, interests and talents to the full only when parents/carers encourage them to make maximum use of the experiences and opportunities that are available outside of school.

2 Aims and Objectives

2.1 The aims and objectives of home learning are:

- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to consolidate and reinforce learning completed in school and to allow children to practise skills taught in lessons;
- to carry out pre-learning tasks in order to help prepare your child for work they will cover in class;
- to research a topic prior to work beginning in class;
- to help children develop good work habits for the future;

3 Home Learning Opportunities at Lapal

3.1 In the Early Years and Key Stage One, work will not necessarily be written work it could involve playing number or word games as we want to try to make learning practical and fun. At Key Stage 2 we continue to give children the sort of home learning activities outlined above but we expect them to do more tasks independently. Sometimes we ask children to find information about a topic at home prior to studying it in school, this may involve a trip to the local library.

3.2 Across the whole school, all written activities will be recorded in a home learning book to ensure the work done is valued and taken pride in. Home learning may also be set using the 'Assignments' section on Google Classrooms or via Century for pupils in KS2. This is a private setting that enables pupils to communicate and return work to their class teacher without it being viewed by their peers.

3.3 Following the completion of home learning, the teacher will provide feedback and make an assessment of the work which will inform the planning of future lessons. The teacher will monitor the completion of home learning and inform the parent via planners or parents evening if a child persistently does not complete home learning and hand it in at the required time.

3.4 Children in Key Stage 2 will be provided with opportunities to access the Century app as part of their homework offering. This app uses artificial intelligence, therefore teachers may set diagnostic

assessments so that children can access personalised pathways generated within Century, focusing on their individual next steps in learning. In addition to this, teachers may choose to set their own tasks on Century linked to an area of learning that the children have already completed or as pre-teaching to help strengthen their understanding before meeting a new concept. Teachers will use the outcomes from work completed on Century to inform future planning. Children will be introduced to Century within a classroom setting before they are expected to complete tasks independently at home. A parent guide will be sent to all parents explaining how the app can be used in the most effective way. Any parent whose child does not have access to a device can contact their child's class teacher to discuss alternative ways to access.

Early Years (Reception)

Type	Frequency	Notes	Check
Phonics and spelling words to learn	Phonics home learning will be shared on Tapestry on a Friday	Children are given phonics sounds to practise recognising, saying and writing tricky words to read and spell on sight. When children are securely blending, they are given a reading book.	You can share phonics progress on Tapestry to let the teacher know how your child is getting on.
Maths on the move	Mathematics home learning will be shared on Tapestry on a Friday	Children are set a practical activity which gives them opportunity to practise maths skills linked to what they are or will be learning in class. Alongside this, we advise ongoing practise of counting and subitising skills and number recognition to 10 using White Rose 1 Minute Maths.	You can share maths activities on Tapestry to let the teacher know how your child is getting on.
Reading	Daily 10 Minutes	<p>Reading is an important homework activity that a child can do. There are three types of reading:</p> <ul style="list-style-type: none"> ▪ Learning sounds (phonics) and practising blending them in words ▪ You reading to your child ▪ Your child reading to you (once phonic sounds are secure) <p>Over the course of the week, you should be engaging in all three types of reading. Just 10 minutes a day adds up to over 60 hours of reading a year. There are a wide range of picture books in the school library, which you are welcome to borrow.</p>	School Planner – please record your child’s reading in their planner each day. The reading record should be signed by parents each week.
Celebration of Learning	When appropriate	<p>There are many celebratory moments you might capture and contribute to your child’s online Tapestry journal:</p> <ul style="list-style-type: none"> ▪ Milestones including losing a tooth, riding a bike. ▪ Family events and celebrations including holidays, religious festivals, days out, new siblings. ▪ Extra-curricular activities and achievements e.g. rugby, music lesson, rainbows, awards and certificates e.g. football medals. 	You can share achievements on Tapestry or send certificates etc into school to be celebrated in class assembly.

Key Stage One (Years 1 & 2)

Type	Frequency	Notes	Check
Phonics sounds and spelling words to learn	<p>Year 1 Phonics home learning will be shared on Google Classroom on a Friday</p> <p>Year 2 Spelling home learning will be handed out, in planners each Monday (weekly)</p> <p>(Suggested time - 20 minutes weekly)</p>	<p>Year 1 - Children are given phonics sounds to practise recognising, saying and writing tricky words to read and spell on sight. Encourage your child to practise writing the focus sound and then move on to writing the sound within a word.</p> <p>Year 2- Each Friday, we will communicate which spelling pattern we will be learning the following week. The children will not be tested on this pattern at the end of the week. However, the children will be tested on a 3-weekly cycle including words from the previous three weeks to assess whether spellings are in the long-term memory.</p>	<p>Year 1 - You can share phonics progress on Google Classroom to let the teacher know how your child is getting on.</p> <p>Spelling - use Spelling Shed website for further practise at home.</p>
Maths	<p>Maths home learning tasks will be communicated to you via Google Classrooms on Fridays.</p> <p>(Daily 10 Minutes)</p>	<p>During the Autumn term, children in year one will be set a practical homework activity linked to what they have been learning in school. The task will be explained clearly on Google Classroom.</p> <p>From the Spring term onwards, year one children will access interactive maths activities each week to practise their subitising skills, recall number bonds to 10 and answer addition and subtraction calculations.</p> <p>Children in year two will access interactive maths activities to develop their knowledge and understanding of addition and subtraction. From the Spring term onwards, the children in year two will log on to Times Table Rockstars to practise recalling multiplication and division facts. By the end of year two, children should be able to recall multiplication facts for the 2, 5 and 10 times tables.</p>	<p>Please celebrate your child's success/share any feedback with your child's class teacher through your child's planner or Google Classroom.</p>
Reading	<p>Reading focus for the week will be communicated to you via Google Classrooms on Fridays. The focus will be</p>	<p>Reading is an important homework activity. There are many ways in which you can approach reading with your child:</p> <ul style="list-style-type: none"> ▪ Your child reads to you and you ask questions (using question stems in your child's planner to support- pages 21-27) ▪ Your child reads to you for pleasure (no questions) ▪ You read to them (this could be a more challenging text/story) 	<p>School Planner – please record your child's reading in their planner each day. The reading record should be signed by parents each week.</p>

	<p>related to our VIPERS in your child's planner.</p> <p>(Daily 10 Minutes)</p>	<ul style="list-style-type: none"> ▪ Your child listens to audiobooks ▪ EBooks where the story can be read by the child or read out by the author <p>Over the course of the week, you should be engaging in different types of reading. Just 10 minutes a day adds up to over 60 hours of reading a year. There are a wide range of picture books in the school library, which you are welcome to borrow.</p>	
<p>Curriculum Development Task</p>	<p>As and when necessary communicated to you via Google Classrooms on Fridays.</p>	<p>Your child will be provided with a task that will develop their knowledge of the curriculum, which could be from any subject.</p> <p>This will be as and when it is necessary but will never be more than one task per week. This may be an activity that needs extra practice, a consolidation activity or pre learning tasks.</p>	<p>Please celebrate your child's success/share any feedback with your child's class teacher through your child's planner or google classrooms.</p>

Lower Key Stage Two (Years 3 & 4)

Type	Frequency	Notes	Check
Spellings	Spelling home learning will be handed out, in planners each Monday (weekly) (Suggested time - 20 minutes weekly)	Each Monday, your child will be given a list of the 10 words that we are focussing on for that week and the identified pattern. The children will not be tested on these at the end of the week. However, the children will be tested on a 3-weekly cycle including words from the previous three weeks to assess whether spellings are in the long-term memory. In addition to the spelling pattern, children will be learning common exception words (word list to be shared at the beginning of each half term). The common exception words need to be learnt as they cannot be sounded out. The children will be tested on some of their common exception words as part of the 3-weekly cycle. Their score will be communicated with you.	Spelling - use Spelling Shed website for further practise at home. Sir Linkalot Watch the videos on Sir Linkalot and practise applying the word in an appropriate sentence.
Century	Weekly – approximately 20 minutes	Children will be set one task (nugget) in English or maths each week by their class teacher linked to their next steps or as a pre-learning task.	Provide your child with a quiet space, ensuring they have their Century book with them to record any working out needed. Your child's class teacher will monitor your child's usage and score remotely. A tile for Century can be found on RM Unify and their log in details inside their planner.
Maths – Times Tables	Maths home learning tasks will be communicated to you via Google Classrooms on Fridays . (Suggested time - 30 minutes weekly)	Children will be expected to practice and revise their times tables and related division facts using Times Table RockStars: Year 3- Children to practice and revise the 3, 4 and 8 times table including related division facts. Year 4- Children to practice and revise all times tables including related division facts.	Times Table Rockstars (TTRS) – Once your child is able to recall multiplication facts for a particular times table, please encourage your child to play a game on TTRS . Your child's class teacher can use this tool to monitor progress. You will find a TTRS tile on your child's RM Unify home page, you will find log in details in your child's planner.
Reading	Daily 10 Minutes	Reading has a wide impact on the whole curriculum and is an important skill for your child. It is important to balance reading for pleasure and supporting reading at home.	School Planner – please record your child's reading in their planner each day or allow your child to do this for

		<p>There are many ways in which you can approach reading with your child:</p> <ul style="list-style-type: none"> ▪ Your child reads to you and you ask questions (using question stems in your child's planner to support- pages 25-31) ▪ Your child reads to you for pleasure (no questions) ▪ You read to them (this could be a more challenging text/story) ▪ Your child listens to audiobooks ▪ EBooks where the story can be read by the child or read out by the author ▪ Encourage your child to read other sources like comics, newspapers and magazines to widen their experience of different texts and different media. 	<p>themselves. The reading record should be signed by parents each week.</p>
<p>Curriculum Development Task</p>	<p>As and when necessary communicated to you via Google Classrooms on Fridays.</p>	<p>Your child will be provided with a task that will develop their knowledge of the curriculum, which could be from any subject.</p> <p>This will be as and when it is necessary but will never be more than one task per week. This may be an activity that needs extra practice, a consolidation activity or pre learning tasks.</p>	<p>Please celebrate your child's success/share any feedback with your child's class teacher through your child's planner or google classrooms.</p>

Upper Key Stage Two (Years 5 & 6)

Type	Frequency	Notes	Check
Spellings	Spelling home learning will be handed out, in planners each Monday (weekly) (Suggested time - 20 minutes weekly)	Each Monday, your child will be given a list of the 10 words that we are focussing on for that week and the identified pattern. The children will not be tested on these at the end of the week. However, the children will be tested on a 3-weekly cycle including words from the previous three weeks to assess whether spellings are in the long-term memory. In addition to the spelling pattern, children will be learning common exception words (word list to be shared at the beginning of each half term). The common exception words need to be learnt as they cannot be sounded out. The children will be tested on some of their common exception words as part of the 3-weekly cycle. Their score will be communicated with you.	Spelling - use Spelling Shed website for further practise at home.
Century	Weekly – approximately 20 minutes per task (nugget)	In Year 5 children will be set one task (nugget) in English or maths each week by their class teacher linked to their next steps or as a pre-learning task. In Year 6 children will be set two tasks (nuggets), one in reading and another in maths each week by their class teacher linked to their next steps or as a pre-learning task.	Provide your child with a quiet space, ensuring they have their Century book with them to record any working out needed. Your child's class teacher will monitor your child's usage and score remotely. A tile for Century can be found on RM Unify and their log in details inside their planner
Reading	Daily 10 Minutes	Reading has a wide impact on the whole curriculum and is an important skill for your child. It is important to balance reading for pleasure and supporting reading at home. There are many ways in which you can approach reading with your child: <ul style="list-style-type: none"> ▪ Your child reads to you and you ask questions (using question stems in your child's planner to support- pages 21-27) ▪ Your child reads to you for pleasure (no questions) ▪ You read to them (this could be a more challenging text/story) ▪ Your child listens to audiobooks ▪ EBooks where the story can be read by the child or read out by the author ▪ Encourage your child to read other sources like comics, newspapers and magazines to widen their experience of different texts and different media. 	School Planner – please record your child's reading in their planner each day or allow your child to do this for themselves. The reading record should be signed by parents each week.

Curriculum Development Task	As and when necessary communicated to you via Google Classrooms on Fridays.	Your child will be provided with a task that will develop their knowledge of the curriculum, which could be from any subject. This could be an activity/online game based around apostrophes for possession if this is something that has come up as something that the children need to work on. This will be set as and when it is necessary but will never be more than one task per week.	Please celebrate your child's success/share any feedback with your child's class teacher through your child's planner.
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All Year Groups

Type	Frequency	Notes	Check
Self-Quizzing	Optional	For topics in the wider curriculum (history, geography, science), we provide a knowledge organiser which lists the key facts that all children should remember. Pupils should use these knowledge organisers to self-quiz regularly.	Informally checked through quizzes in lessons

4 Pupils with Special Educational Needs & Disabilities

4.1 We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Where children have an Individual Support Plan (ISP) or LLS targets, we refer to these when setting home learning.

4.2 Orange books are used to give more personalised home learning at least once a week, with shorter activities, these will not only be for children with special educational needs and are used to recap learning and address any misconceptions quickly.

5 The Role of Parents/Carers

5.1 Parents/Carers have an important role to play in their child's education, and home learning is an essential part of this process. We ask parents/carers to encourage their child to complete the home learning tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents/Carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly and by discussing the work that their child is doing.

5.2 If parents/carers have any problems or questions about home learning, they should, in the first instance, contact the child's class teacher via the school office or Google Classrooms.

5.3 We ask parents/carers to encourage their child to follow the presentation guidelines set out in our Feedback and Marking policy. This is displayed on the school website.

6 The Role of the Child

6.1 We believe that children should take responsibility for remembering to take their home learning books, spellings and reading books home and/or be able to access Google Classrooms in order to complete the work set and remember to return on the due date.

7 Equal Opportunities

7.1 This policy adheres to all the principles, aims and objectives set out in the school's Equality and SEND policies.