



## Hillcross Primary School

# Home Learning Policy

### Aims

Children learn all the time both in and out of school. There are many benefits to targeted home learning activities including challenging and inspiring their interests, consolidating existing skills and develop independence. Home learning also provides an opportunity for children to make links between the learning they do in school and other areas of their life. At Hillcross this will be achieved through a mixture of activities and approaches which will be shared with children and families via a half termly 'Palette' of activities linked to the learning themes the children will be following in school.

### **Home learning at Hillcross will enable children to:**

- Consolidate and practice the skills that have been learnt in school, especially key skills within English and Maths
- Prepare children for new work, topics or concepts through experiences and resources outside of the school environment e.g. trips to places of interest or discussions with familiar adults
- Develop confidence, good habits and self-discipline with regards to their own personal study
- Develop thinking skills through the use of a range of thinking tools
- Learn in collaboration with their parents/carers.

### **Home learning should be:**

- Carefully planned so that it is relevant to the learning taking place in school;
- Appropriate in length and frequency for the children's age and ability (typically not more than 1 hour per week in total in KS1; and not more than 2 hours in KS2).
- Varied in nature – whilst we recognise that reading, writing and maths (including spellings, grammar and key word learning) are important, we place high emphasis on learning within all curriculum areas.
- Adapted to the needs of each child (some children will need parental support throughout, whilst others will be able to work independently);
- Commented on verbally or marked, as appropriate, when returned to school on time;
- Enjoyable - a time for parents and children to spend time together; to talk about work that has been done at school or to find things out together;
- One element of a child's out-of-school experiences: clubs, music lessons and other hobbies have a valid and valuable role to play in the full development of children.

### **Content & Organisation**

- Home Learning Palettes will be made available to families in the first week of each half term. One activity from each Palette must be completed each week (but you can do more if you want to!) and handed in on a Wednesday morning.
- If homework is not submitted to staff by the Wednesday morning children will attend 'Homework Catch-up Club' that lunchtime.
- If teachers feel that the quality or quantity of homework is not sufficient this will be discussed with parents. If things do not improve the phase leader or a senior leader will meet with parents to discuss this further.
- Other daily/weekly homework expectations are set out on the table below:



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Nursery		
<ul style="list-style-type: none"> <li>• Shared Reading – daily. Recorded at least three times weekly in the Home Reading Journal.</li> <li>• Home Learning Palette – optional home learning opportunities to enhance in-school learning.</li> </ul>		
Reception		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Shared Reading - daily. Recorded at least three times weekly in the Home Reading Journal. 2 books sent home weekly*.</li> <li>• Home Learning Palette – optional home learning opportunities to enhance in-school learning.</li> </ul>		
• <b>Daily Phonics Book</b>	• <b>Key words (reading)</b>	• <b>Key words (spelling)</b>
*Once reading objectives have been completed, the children are then free to change their books daily if they wish to do so.		
Phase One: Year One and Year Two		
<ul style="list-style-type: none"> <li>• Home Learning Palette – a key activity that must be completed each week will be indicated. Other home learning opportunities to enhance in-school learning are optional.</li> <li>• Shared Reading – daily. Recorded at least three times weekly in the Home Communication Book. 2 books sent home weekly*. Optional reading-related activities can be found at the back of each child’s yellow Home Learning book.</li> <li>• Phonics/Handwriting activities as appropriate</li> <li>• <i>Key words (reading) and Key words (spelling)**</i></li> </ul>		
*Children are free to change their books daily if they wish to do so.		
**If not previously learnt.		
Phase Two: Year Three and Year Four		
<ul style="list-style-type: none"> <li>• Maths and English Home Learning Palette – either an English or Maths key activity must be completed each week. Completion of both activities is optional.</li> <li>• Cross-curricular Home Learning Palette - one activity must be completed from this palette each week. Other home learning opportunities to enhance in-school learning are optional.</li> <li>• Shared Reading – daily. Recorded at least three times weekly in the home communication book. 2 books sent home weekly*. Optional reading-related activities can be found at the back of each child’s yellow Home Learning book.</li> </ul>		
*Children are free to change their books daily if they wish to do so.		
Phase Three: Year Five and Year 6		
<ul style="list-style-type: none"> <li>• Teacher directed Maths and English tasks will be set by class teachers weekly (this may be an activity from the cross-curricular home learning palette).</li> <li>• Cross-curricular Home Learning Palette - one activity (this may be the directed English or Maths task) must be completed from this palette each week. Other home learning opportunities to enhance in-school learning are optional.</li> <li>• Shared Reading – daily. Recorded at least three times weekly in the home communication book. 2 books sent home weekly*. Optional reading-related activities can be found at the back of each child’s yellow Home Learning book.</li> </ul>		

**There may also be occasions when children are given additional homework to support an identified area for development, e.g. handwriting or times tables, or if they are taking part in additional intervention groups. Additional Home learning challenges for more able children may also be set. This will be discussed with individual families as appropriate.**



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## Home Learning Palettes

Home learning palettes will be launched at the beginning of each half term. They will be printed and stuck in to the children's Home Learning books and uploaded to the year group page of the website. Resources to help the children complete the tasks (e.g. number squares) will also be stuck into the home learning book. Prompts to support children and parents understand and complete the homework (e.g. thinking tools, links to web pages) should be uploaded to the website at the beginning of the half term.

The children can choose which activity to complete each week but they should be encouraged to complete a range of activities. Class teachers may decide to 'set' certain children/groups specific tasks in a given week if they feel that the child needs to consolidate the learning that has taken place or would benefit from revisiting previous learning.

If children choose from a skill column that they are not yet confident about, they should choose from the 'Walk' row; if they are fairly confident about the skill choose from the 'Jog' row; and if they want to challenge themselves they should choose an option from the 'Run' row.

The children will 'tick activities off' on the palette as they are completed.

### **Maths and English Palette (Phase Two)**

- Maths and English activities will be linked to long term planning and an activity for each main skill taught will be included in the grid.
- Children are encouraged to alternate between English and Maths but should choose more activities from the subject they feel they need more practice in.

Note: Maths and English activities will be incorporated into the cross-curricular palettes for EYFS and Phase 1. Teacher directed Maths and English tasks will be set by class teachers weekly (this may be an activity from the cross-curricular home learning palette).

### **Cross-Curricular Palette (All Year Groups)**

- Activities will link to the year group topic and include all subject areas and skills related to science, geography, history, ICT, Art, DT, P.E. and Music.
- This will include opportunities for children to apply their English and maths skills within the activities set.

All Home Learning Palettes will include:

- Activities that enable children to use and apply thinking tools: Edward De Bono's 6 Thinking Hats, Thinking Maps, P4C discussions, Thinkers Keys and Habits of mind
- Links made to Social, Moral, Spiritual and Cultural experiences, Religious Education and British Values.

## Home Reading

- Parents are encouraged to read to/with their child every day as this supports not only their reading skills but it also develops them as writers and across other curriculum areas too. Suggested age related reading material and books that link to specific year group learning will be uploaded to the year group page on the website.
- Even if a child is an able reader, it is important for parents and carers to create opportunities to read to them, question them and talk with them about what they have read. Reading is not merely the decoding of words on a page, it is paramount that children understand what they have read and that they understand what is inferred and suggested from a text—especially those things that are not directly said. A high level of engagement with a text will make them stronger readers, and help them to develop a love



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for reading! Parents and carers are given a leaflet when they join the school listing a range of questions at different levels that they can use when talking about texts with their child (see appendix 1)

- Parents and carers are asked to write about their child's reading experiences at home at least three times a week in the Home School Communication book. This could be a record of what has been read, a short comment or a response to the text read. **This will not be marked by class teachers but will be used by them when gathering evidence about the children's reading and enable them to make more informed judgements about their achievement.**
- At the back of the home learning book there is a list of additional, optional tasks that can be completed by the children to support their engagement with the texts they read.

### Phonics

- The children in reception are given a phonics book. Each time they are taught a new phoneme (sound) it will be added to the book for the children to write, draw, cut out and explore words that contain it. The book is also used to send home general phonics activities that will enable the children to review, practice and apply the phonemes they have learnt in order to read unfamiliar words and/or to practice segmenting words into each phoneme in order to write them.
- Children in Key Stage One need to be fluent in using their phonic knowledge to decode words confidently for reading and to segment words for writing. Activity ideas to rehearse these skills will be uploaded onto each year groups' homework page. It is beneficial to continue to rehearse skills previously learnt in order to ensure the children remain fluent in their use.

### Key words

- There are some words in English that cannot be read or spelt phonetically e.g. the, was. The children in reception will take home six key words on a Friday and should practice reading them by sight every day. Once they can do this for all 'tricky' words, they will get sent home again so that the children can practice spelling them correctly.
- Where children have not learnt these words by the end of reception, they will continue with this process in year one.

### Marking and Feedback

Home learning activities will be reviewed by the class teacher if it is handed in on time. The class teacher, in line with the schools assessment, marking and feedback policy, will provide feedback to the children in a range of ways which may include verbal feedback, opportunities to share home learning with the class, peer marking, brief written feedback or the use of pink and green highlighters to indicate where the child has met the learning objective (tickled pink) and areas for development (green for growth).

### Homework Presentation

Children will complete their home learning in their Home Learning books, unless stated otherwise. We expect the children to complete the tasks to the same high standards of presentation as they would during school-based learning. Homework that is consistently presented below the level of school expectations work will be re-written at 'Homework Catch-up Club'. In line with school policy homework should follow these guidelines:



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- ✓ Writing will be in cursive script.
- ✓ Letters will be formed legibly and of an appropriate and consistent size.
- ✓ Writing will sit on the line.
- ✓ Writing will start by the margin.
- ✓ Writing will continue to the end of each line.
- ✓ From year 3 all children will write in a black or blue handwriting pen (a pencil can be used at home if a handwriting pen is not available).
- ✓ Pencil will be used to draw lines and pictures/diagrams.
- ✓ Where mistakes are made they will be crossed out neatly with one straight line using a ruler and a pencil.
- ✓ No coloured pens such as felt tips or gel pens will be used directly into homework books.

### **Homework Books**

In key stage 1 home learning books will have a list of key words, phonics grids, spelling strategies (year 2), a hundred square, times tables grid (year 2) and cursive letter chart to support home learning.

In key stage 2 home learning books will have spelling strategies, a grammar glossary and times tables grids to support home learning.

### **Home learning website page**

- Prompts to support children and parents understand and complete the home learning tasks (e.g. thinking tools, links to web pages) will be uploaded to the website at the beginning of the half term.

### **Use of ICT**

- Activities requiring the use of ICT will be incorporated throughout the home learning tasks which will include opportunities for research and different forms of presentation.
- Any home learning completed electronically must be emailed to [info@hillcross](mailto:info@hillcross) no later than 8.45am on Wednesday morning. The subject of the email must be 'Home Learning' followed by your child's class name. Within the email please make sure you include your child's name.
- Staff will check their emails at lunchtime before sending any child to Catch Up club.
- Please ensure your child understands the potential dangers associated with online activity and how to keep themselves safe online.

### **Teacher's Responsibilities**

- The teacher will ensure that Home Learning opportunities available are in line with this policy.
- The teacher will provide feedback to the children in line with this policy.
- The Home Learning Palettes will be reviewed alongside medium term planning and staff will submit them to the senior leadership team before the end of each half term so that it can be uploaded to the website in the first week of each half term.



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### Children's Responsibilities

- Children are responsible for completing their home learning tasks on time and to the best of their ability.
- Children will complete home learning tasks to a high standard of presentation expected in school and will complete written home learning tasks using the Hillcross Cursive script.
- Children will work in partnership with their parent/carer and value the support being offered to them.
- Children will talk to a member of staff, as soon as possible, if they need any additional support or guidance to complete tasks set

### Parent/Carer Responsibilities

- Parents/carers will encourage and support their children to complete home learning tasks on time and to the best of their ability.
- Home learning tasks will be completed in the Yellow Home Learning book and be presented in line with this policy.
- Parents/carers will work in partnership with their children but ensure that the children take responsibility for completing the work set. If the children need a lot of support please let the teacher know (see parent comments below).
- Parents/carers will praise their child for their efforts, making it clear that they value work done at home.
- Parents/carers will talk to a member of staff as soon as possible if they or their child need any additional support or guidance to complete tasks set.
- Parents/carers will comment on home learning tasks where appropriate using post it notes or additional note paper to inform staff of key information such as how much help was provided, if there were any areas children found particularly easy/difficult and any other pertinent information. These comments are valued by staff and form an important aspect of a teacher's assessment of a child's progress and development over time.
- Parents/carers are encouraged to attend any curriculum workshops or other family learning opportunities that will help to develop their own skills, knowledge and understanding in order to support their child's home learning

### Help for parents

- Parents are encouraged to speak to a member of staff if they do not understand the homework set or if they are unsure how to help their child. It is often a long time since parents have had to think about the concepts being taught and in some cases the strategies children are expected to use as part of the curriculum have changed since they were taught at school.

### Monitoring

This policy will be monitored by the Senior Leadership Team. The senior leadership team will collect in Home Learning books and Home Reading Journals to ensure consistency across the school. Pupil voice will be undertaken to identify aspects that are working well and those that require further development.

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility



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at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

### **Safeguarding Commitment**

The school is committed to safeguarding and promoting the welfare of children, in line with Keeping Children Safe in Education 2018, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

### **Monitoring and Evaluation**

**Written:** Dec 15

**Approved by Staff/Parents/Pupils/Governors:**

**Reviewed:** July 17

**Date of next review:** July 2019



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## Appendix 1

**Reading is not merely the decoding of words on a page, it is paramount that children understand what they have read and that they understand what is inferred and suggested—especially those things that are not directly said. Please read to or listen to your child read every day as this supports not only their reading but it also develops them as writers and across other curriculum areas too.**

Even if your child is an able reader, it is important to create opportunities to read to them, question and talk with them about what they have read. A high level of engagement with a text will make them stronger readers, and help them to develop a love for reading!

### **QUESTIONS TO ASK YOUR CHILD BEFORE, DURING AND AFTER READING TOGETHER**

The questions/sentence starters below are based upon the levels of questioning developed by Bloom and Anderson which are used across the school. They will develop your child's comprehension and can be asked about characters, settings and actions. These ensure children think about learning at a variety of levels ranging from the retrieval of information at level **1** (Knowledge) to generating new ideas at level **6** (Create).

The use of Higher Order Questioning (HOQ) helps to engage and challenge children by:

- building on their prior knowledge and understanding in order to create new understanding and meaning
- focusing children's thinking on key concepts and issues
- helping them to extend their thinking from the concrete and factual to the analytical and evaluative.
- promote reasoning, problem solving, evaluation and the formulation of hypotheses
- to promote pupils' thinking about the way they have learned.

#### **1. KNOWLEDGE**

What is ...?

How is ...?

Where is ...?

When did \_\_ happen?

How would you explain ...?

Why did ...?

How would you describe ...?

Can you recall ...?

Can you select ...?

Who (what) were the main ...?

#### **2. COMPREHENSION (Understanding)**

How would you classify the type of ...? How would you compare /contrast...? How would you rephrase the meaning ...? What is the main idea of ...?



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Which statements support ...?  
Can you explain what is meant ...?  
What can you say about ...?  
Which is the best answer ...?  
How would you summarize ...?

### 3. APPLICATION

How would you use ...?  
What examples can you find to...  
How would you solve \_\_\_ using what you have learned ...?  
How would you show your understanding of ...?  
How would you apply what you learned to develop ...?  
What other way would you plan to ...? What would result if ...?  
What elements would you choose to change ...?  
What facts would you select to show ...? What questions would you ask in an interview with ...?

### 4. ANALYSIS

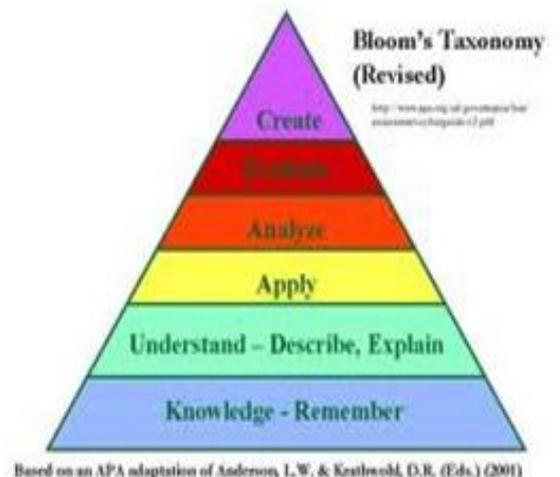
What are the parts or features of ...? How is \_\_\_ related to ...?  
Why do you think ...?  
What is the theme ...?  
What motive is there ...?  
What conclusions can you draw ...?  
How would you classify ...?  
What evidence can you find ...?  
What is the relationship between ...?  
Can you make a distinction between ...?  
What ideas justify ...?

### 5. EVALUATION

Do you agree with the actions?  
Do you agree with the outcomes?  
What is your opinion of ...?  
How would you prove ...? Disprove...?  
Can you assess the value or importance of ..?  
What would you recommend ...?  
How would you rate or evaluate the ...?

### 6. CREATE

What changes would you make to solve ...?  
How would you improve ...?  
What would happen if ...?  
Can you elaborate on the reason ...?  
Can you propose an alternative ...?

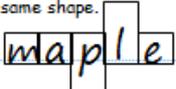




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- Can you invent ...?
- How would you adapt ...to create a different...?
- How could you change the plot (plan) ...?
- What could be combined to improve (change) ...?

## Appendix 2 - Spelling Strategies

<p>Your child is embarking on a fabulous adventure – the investigation of words!</p> <p>Each week they will given 5 spellings to learn.</p> <p>These words will then be tested within sentences during the week.</p> <p>Here are the strategies that they have been given to help remember the structure and sequence of the letters and their sounds.</p> <p><b>PLEASE USE THESE AT HOME TO SUPPORT THEIR LEARNING!</b></p>	<p><b><u>LOOK, SAY, COVER, WRITE, CHECK</u></b></p> <p><b>LOOK:</b> Look at the whole word</p> <p><b>SAY:</b> Say the word, saying it in different ways</p> <p><b>COVER:</b> Cover the word</p> <p><b>WRITE:</b> Write the word from memory saying the word as you do so</p> <p><b>CHECK:</b> Have you got it right? If yes, try the next word! If not, try again!</p>	<p><b><u>TRACE, COPY AND REPLICATE (&amp; CHECK!)</u></b></p> <p>Write the word out on a sheet of paper - make sure it is large enough to trace over.</p> <p>Trace over the word and say it at the same time.</p> <p>Move next to the word you have just written and write it out as you say it and then check if you have spelt it correctly</p>	<p><b><u>SEGEMENTING</u></b></p> <p><u>  b  o  a  t  </u></p> <ol style="list-style-type: none"> <li>1. Split the words into the sounds</li> <li>2. Draw your sound line for each sound (not letter)</li> <li>3. Fill in your sound lines with the correct grapheme</li> </ol> <p><b>REMEMBER</b></p> <p>Some sounds are represented by more than 1 letter!</p>	<p><b><u>QUICKWRITE</u></b></p> <p>Write as many of your spelling words as possible within a set time.</p> <div data-bbox="1125 963 1436 1131" style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>FUN</b> WAYS TO <b>PRACTICE</b> <b>Spelling</b></p> </div>
<p><b><u>DRAWING AROUND THE WORD TO SHOW THE SHAPE</u></b></p> <p>Draw around the word making a clear distinction between the ascenders and descenders. Look carefully at the shape of the word and the letter in each box.</p> <p>Now try to write the word making sure that you get the same shape.</p> 	<p><b><u>DRAWING AN IMAGE AROUND THE WORD</u></b></p> <p>Draw around the word to help make it memorable</p> <p>If you are learning soldier - draw a soldier in and around the word.</p> 	<p><b><u>WORDS WITHOUT VOWELS</u></b></p> <p>Write the word without vowels and the child has to choose the right grapheme to put in the space.</p> <p>f _____ ld</p>	<p><b><u>PYRAMID WORDS</u></b></p> <p>p py pyr pyra pyram pyrami pyramid</p> <p>This strategy helps you look at each letter in the word</p>	<p><b><u>OTHER STRATEGIES</u></b></p> <p><b><u>RAINBOW WRITING</u></b></p> <p>Use coloured pencils.</p> <p>Highlight the tricky part</p> <p><b><u>SILLY SENTENCES</u></b></p> <p>Make up silly sentences containing the word</p> <p><b><u>FUNNY ACCENTS</u></b></p> <p>Say the word in a funny way</p> <p><b><u>SYLLABLES</u></b></p> <p>Clap and count the syllables in</p>





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<p><b>Walk</b></p> <p>Remembering &amp; Understanding</p>  <p>Variations Key, Reverse Listing key, Alphabet Key, Question Key.</p>									
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### Hillcross Home Learning Palette – Maths and English – Phase 2

Over the next 6 weeks you may choose one of your homework tasks from the following table. Each week you need to complete and hand in one piece of work from the table below – but if you want to do more than one each week you can! Try to alternate between English and Maths but try to choose more from the area you feel you need more practice in. If you are choosing from a skill column that you are not yet confident about, choose from the Walk row; if you are fairly confident about the skill choose from the Jog row; and if you want to challenge yourself choose options from the Run row. Your homework will be due in each Wednesday. If you think of something different to those that are listed, check with your teacher first and you could do that instead.

		Topic:			Term:			
			Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Bloom's Taxonomy	<p><b>Run</b></p> <p>Creating &amp; Evaluating</p> 	English						
	 <p>Construction Key, Ridiculous Key, Combination Key, Invention Key</p>	Maths						
	<p><b>Jog</b></p> <p>Applying &amp; Analysing</p> 	English						



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 Commonality Key, Combination Key, Picture Key, Different uses Key, Reverse Listing Key,	Maths						
	<b>Walk</b> Remembering & Understanding  Variations Key, Reverse Listing key, Alphabet Key, Question Key.	English					
	Maths						

**\*Don't forget to use these home learning opportunities to practice your personal maths and English targets and your Year Group YELs!!**

**\*For Maths 'Marathon' Runners: Log on to the NRICH website to solve problems and put your maths skills to the test!**