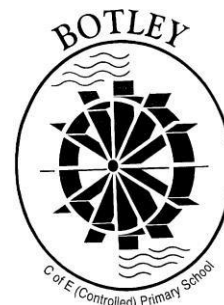


BOTLEY C of E (Controlled) PRIMARY SCHOOL

POLICY FOR HOME LEARNING



This policy should be read in conjunction with: The Special Educational Needs, Health & Safety, Assessment Recording and Reporting, Teaching and Learning and Equal Opportunities Policies and Botley Primary School Aims.

1.0 RATIONALE:

- 1.1 Botley C of E Primary School has defined home learning as, any work or activity that children are asked to do out of school hours which reinforces, supports and/or extends learning.
- 1.2 It is believed that learning at home is an essential part of a good education. However, it is recognised that home learning need not and should not restrict the other activities which children may do out of school hours.
- 1.3 A home learning partnership between school, parents or carers and children is vital to extend high quality learning beyond the limits of the school day.
- 1.4 It is acknowledged that some parents may experience difficulties in supporting home learning. As part of its commitment to helping children, the teaching staff are willing to advise in confidence when this occurs.

2.0 AIMS:

- Home learning at Botley C of E Primary School will:
- 2.1 help children develop skills and attitudes needed for successful, independent lifelong learning
 - 2.2 reinforce and consolidate children's learning
 - 2.3 develop the children's confidence and self-discipline
 - 2.4 develop an effective partnership between the school, parents or carers and children
 - 2.5 encourage parental involvement in their children's learning activities
 - 2.6 utilise resources for learning of all kinds out of school.

3.0 PRINCIPLES:

- 3.1 This approach emphasises the importance of the home environment in supporting achievement within school.
- 3.2 The school's approach to Home Learning is made clear to all parents.
- 3.3 At certain times e.g. during preparation for end of Key Stage 2 assessments, there may be an increase in the amount of home learning set for children.
- 3.4 The school's view is that with parental support all children should complete home learning, and believe this is a positive and a supportive activity for them to do that

also prepares them for the next step in their education. However, we also recognise that we cannot force children to complete Home Learning at home.

4.0 PROCEDURES:

4.1 Reading

It is appropriate for all children of a primary school age to read to an adult and to be read to. When they are older and more advanced in their reading skills then reading independently is positive, but this does not remove the clear value of **reading** with an adult. We would encourage children in Key Stage Two to read daily, with three of these reads a week being with an adult.

In Key Stage One children should be reading daily with an adult including reading aloud, being read to, sharing, exploring and discussing books or listening to audio books. Key Stage One children need to practise reading high frequency and ‘tricky’ words daily as well as their sounds. These will be sent home by the teachers as appropriate and may decrease as they become more fluent readers. This approach will develop reading accuracy, speed, vocabulary and understanding.

In Reception, children should be reading daily with an adult including reading aloud, being read to, sharing, exploring and discussing books or listening to audio books. The children also need to practise reading high frequency and ‘tricky’ words daily as well as their sounds. These will be sent home by the teachers as appropriate. Initially in Reception, sound and number postcards will be sent home each week. It is important that these are practised at home on a regular basis to support the children in developing their confidence and understanding right from the start of their time at school. Later, suggested learning activities for children to undertake around key learning objectives will be posted on Tapestry. Any reading undertaken at home should be recorded in the child’s planner as teachers will be monitoring these and we will be celebrating this in school.

4.2 Spelling

Children will be set spellings on a weekly basis for Years 1-6 via the Spelling Shed platform that fit with what they have been taught. These will focus on a phonic sound, spelling rule or spelling pattern. Alternatively, they may be keywords. It is important that children do not simply learn these words for a test, but they retain them to use in their future writing. Spellings will be given on a sticker each week which is put each child’s planner and, where appropriate, spelling tests will be undertaken in planner so parents can see which words can be practiced again in the future. Spellings can be practiced in a way that works best for the individual child, such as writing in coloured pens, reciting or making in plasticine. Some children with additional needs may have a more individualised approach.

4.3 Maths

In Year 5/6 children will be set a Maths learning activity to complete at home each week, either related to the week's learning in school or for reinforcement of key skills. This will be set on, recorded on and responded to on Seesaw. In Year 3/4 and Year 1/2 this will be set fortnightly. Learning will either be set and completed on Seesaw or sent home in the children's home learning book. Children from Year 2 upwards will also have access to Times Tables Rockstars which is an online site to practice. It is suggested that this is accessed at home at least three times a week.

In Year R, suggested practical activities to develop maths learning will be shared via Seesaw.

4.4 English

In Year 5/6 children will be set an English learning activity to complete at home each week, either related to the week's learning in school or for reinforcement of key skills. In Year 3/4 and Year 1/2 this will be set fortnightly. Learning will either be set and completed on Seesaw or sent home in the children's home learning book.

4.4 Other Curriculum Areas

As a school, we continue to encourage parents to be fully involved in their children's learning at home by suggesting each half term questions to ask and ways in which they can support their child.

In KS1 and Year R in particular, practical play activities are a vital element of learning. By **playing** with their children parents support them in developing their vocabulary and imagination. Parents will be given ideas for ways that they can undertake role play games linked with their current theme on Seesaw. Playing alongside their children with their toys will also support development as opposed to just seeing this as a solo activity for them to undertake.

Participating in physical play activities with their children will also ensure that they develop their gross and fine motor skills as well as their core strength. Playing with their children will also of course support strong parent child relationships. Reducing the amount of time children spend playing computer games and undertaking other types of play activities instead will be beneficial for their development. Year R and KS1 teachers will give parents ideas for ways in which they can engage in play in a way that best supports their child's learning on Seesaw.

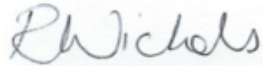
At the beginning of each theme, parents will be given a list of key vocabulary and ideas which parents can talk to their children about. Talk is essential to build a wider vocabulary and a greater understanding of the world. It is important to talk

to children about their experiences and learning in school, and about wider topics outside of their experience. This builds confidence and enables children to engage fully with their learning.

A range of activities and ideas from across the curriculum will also be provided for each half-term unit of learning. These will be additional activities that the children can carry out if they so wish to further build their knowledge and understanding of a particular topic.

The rational, aims and principles of this Policy have been reviewed and agreed by the School's Governing Body.

Signed:



Date: 18th June 2025

(Chair of Whole Governing Body)

Review Date: June 2026

| Review Date | Changes made in addition to review and renewal date changes | Changes |
|-------------|---|-----------------------|
| 05.06.25 | Yes | Addition of point 3.4 |