

# **CROWMARSH GIFFORD C. E. SCHOOL**



## **HOME LEARNING POLICY**

(Updated April 2016)

**Linked to Articles 2, 3, 23, and 29 from the United Nations Convention on the Rights of the Child:**

**The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis. The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives. Education must develop every child's personality, talents and abilities to the full.**

***John Hattie's research into homework highlights the importance of tasks reinforcing 'learning' taking place in the classroom. Essential for homework to have any impact is its relevance to current classroom topics. Further, Hattie asserts that homework taking five to ten minutes can have the same impact as homework taking one to two hours. (Visible Learning, 2012) Based on this and other research into homework, we have adopted this home learning policy in order to optimise and enhance children's learning to the greatest effect.***

Home Learning provides the perfect opportunity for parents to support their child's learning and progress. Hattie refers to this as 'co-learning.' "When this....occurs, then more evidence about the impact on learning can be understood and potentially acted upon by all. The involvement in homework, in esteeming and promoting schools based on evidence of impact on progress of their children and in providing support and opportunities to engage in worthwhile challenges in the home can all assist in progressing students to become critical evaluators and learned citizens" (p. 188, 2012).

At Crowmarsh we strongly believe the best way to support your child at home is to share books and to talk your child about their learning.

Did you know that:

- The best predictor of reading achievement is the amount of time students spend in independent reading (Anderson, Wilson and Fielding)?
- Reading 20 minutes a day = 1.8 million words a year = 1000 new vocabulary words?
- The single most significant factor influencing a child's early educational success is an introduction to books and being read to at home prior to beginning school (National Commission on Reading, 1985)?
- Importantly, research has shown that children's reading is more sensitive to parental influences than any other school subject?

During the year, we will hold many sessions about how to support your child with reading and talk, including the use of 'Higher Order Questions' to stimulate deep thinking and comprehension skills. The type of questioning used can help reinforce learning while also stretching and challenging your child's thinking skills. (Please come to the office for a list of bloom's higher order question stems given out during these sessions).

Further, each week on the school newsletter a question of the week is featured that links to our current collective worship theme. Discussing this question with your child will give you (the parent/carer) greater insight into what we are talking about in collective worship and in classrooms. Often these questions will focus on key learning traits, school values or general issues that we have been focusing on. This question provides a perfect opportunity to discuss current issues and to learn a bit more about what we have been focusing on during the week.

Every class will post their home learning on the school website under their class blogs. At the beginning of every year, teachers will hold curriculum talks where they will explain in detail how the home learning process will work for that year group.

We expect every child to be able to read or share a book with an adult every night during the week. The adult should then sign their reading record/homework journal each night to confirm this. All children who have evidence of reading four times a week will receive a house point. Children who read every night will receive two house points that week.

Phonics is key in the early years, therefore while your child is in reception, year 1 and year 2, your child will often bring home learning related to phonics. This may take the form of phonics games, flashcards or other activities.

Across all year groups, your child will be given a 'menu' of key learning tasks based on relevant topics for your child to complete over the term, we call these 'Home Challenges'. These will include a range of higher order activities across different topics. Your teacher will explain when and how often these activities should be turned in.

In Key Stage 2, mental maths skills are crucial. Children need to be fluent in a range of number facts, in particular, learning times tables, number bonds and other quick mental calculations. Therefore, we encourage parents to help support their children in learning these through frequent games, memorisation, and consistent recall. Car journeys or walking to the local store can be the prime time for doing these types of activities and should take no more than 5 minutes a day. Teachers will send home a bank of mental maths activities at the start of each term which you can use to help support your child with remembering these key mathematical facts.

Please also note, where children have not put in their full effort in completing learning activities in the classroom, these may be sent home to be finished off in the evening at home.

To summarise, please see the table below of 'home learning' expected in each year group.

<b>Year Group</b>	<b>Home Learning Activities</b>		
<b>Reception</b>	Reading/Talk	Phonics	Home Challenges
<b>Year 1</b>	Reading/Talk	Phonics	Home Challenges
<b>Year 2</b>	Reading/Talk	Phonics	Home Challenges
<b>Year 3</b>	Reading/Talk	Mental Maths Recall	Home Challenges
<b>Year 4</b>	Reading/Talk	Mental Maths Recall	Home Challenges
<b>Year 5</b>	Reading/Talk	Mental Maths Recall	Home Challenges
<b>Year 6</b>	Reading/Talk	Mental Maths Recall	Home Challenges