



HOME LEARNING POLICY (PRIMARY)

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond.

HOME LEARNING RATIONALE

At Isaac Newton Academy Primary Home Learning tasks are set each week for all pupils. Through regular and well planned tasks, home learning provides pupils with:

- an opportunity to consolidate and practise learned skills and concepts
- opportunities to refine and extend their knowledge, skills and BRIDGES characteristics
- an opportunity to acquire the habits of mind needed to study and learn independently (as required in secondary education)
- the valuable experience of working to deadlines
- the opportunity to use materials and other sources of information that are not always available in the classroom

It also provides an opportunity for the child's parents/carers to be involved in their child's learning

THE NATURE OF TASKS SET

Teachers give careful consideration to the tasks they set and their purpose. Home Learning tasks are never set as an after-thought; they are an integral part of the week's lesson planning. Research shows that traditional models of '*homework*', when a child is set a series of questions to work through, have little to no impact upon learning and in some cases have a negative impact. Children can see the exercises as pointless and lose enthusiasm in learning.

EFFECTIVE TYPES OF HOME/INDEPENDENT LEARNING

Exploration

This provides an opportunity for students to explore topics of their own interest and delve into an area of study in more detail than time allows for in the curriculum, so broadening their knowledge and allowing pupils to follow their own line of enquiry. This type of home learning encourages pupils to develop their independence and love of knowledge. They find things out for themselves and therefore have a far greater ownership over what they have learnt. e.g. researching and finding out information about Queen Victoria.

Preparation

Home learning works best when pupils are allowed to prepare for a topic or an area of learning in advance. Pupils may be given a specific task to complete and/or some pre-reading before starting a new topic or lesson. Preparation helps to develop the children's confidence before a lesson is taught enabling them to participate in discussion work more easily and confidently. It can also ignite a child's interest in a subject, stimulating questions and hopefully leading a child to want to explore a topic further.

Practice

Some aspects of learning simply require practice, such as reading and recalling facts. Some home learning tasks provide students with an opportunity to practise a skill, e.g. practising their time tables in maths, practising to read red and green words in phonics, practising handwriting skills etc. These tasks are designed to provide the opportunity for increasing speed and improving accuracy and fluency. When independent/home learning is assigned for the purposes of practice, it should be structured around content with which the pupils have a high degree of familiarity. Practising a skill with which a pupil is unfamiliar is not only inefficient but might also serve to habituate errors or misconceptions. Skills should be learnt to the level that pupils can perform them quickly and accurately. Research tells us that it is not until students have practiced upwards of about 24 times that they reach 80% competency. Practice needs to be deliberate, focused practice to ensure mastery. Hattie (2011) calls this 'overlearning': this is 'what happens when we reach a stage of knowing what to do without thinking about it, reducing the load on our thinking and cognition, allowing us to attend to new ideas.'

Setting Home Learning Tasks

Home learning is set every week on a Friday with the expectation that the children will have completed their learning by the following Wednesday. Teachers must have the home learning ready as a PDF and labelled with the date to send to TB by Thursday afternoon. The files are then emailed to DS who uploads the files on the school website for parents to access and print off accordingly. Teachers can print off copies of the home learning for the whole class or just for individuals who may not have access to a printer or a computer.

On Wednesdays, pupils put their home learning into a tray provided in their class. TAs or a Classroom Monitor (KS2) complete a register to check that each home learning folder has been handed in, checking with the child or in their bags if not. A list of any pupils who have not handed their home learning in must be given to the class teacher so that this can be raised at the end of the school day with the child's parents/carers.



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Reading Journals

Reception, Year 1 and Year 2

Children in Year 1 and 2 are issued with reading journals to record and track their reading progress and to share the child's reading achievements with home. Every child in Key Stage 1 takes a banded book (matched to their reading level) home. The expectation is that this will be read to their parent/carer on a weekly basis. The parent/carer will note how well the child has read on each occasion and any other comments that they want to communicate to the class teacher or teaching assistant. The reading books are changed every week by the class teacher. Reception pupils are issued with a reading book from January onwards once they start guided reading.

Year 3, Year 4, Year 5 & Year 6

Each child in Key Stage 2 is issued with a Reading Record at the start of the year. These records are completed on a weekly basis and contain space for a reflection of pupils' fiction and non-fiction reading. When reading fictional texts, pupils will be expected to record a synopsis of the plot; identify a character inference and formulate questions about what they have read. When reading non-fiction texts, pupils will be required to complete a summary of key facts and new vocabulary that they have identified and formulate questions for future research. Pupils will be provided with a banded book (matched to their reading level) or a free choice library book to take home each week. Free choice texts are given to Key Stage 2 pupils whose reading attainment surpasses a Level 10 on the banded book selections. Pupils are expected to read part of their book with their parent/carer prior to completion of their Reading Record.

Targeted Home Learning

If a pupil is at risk of not meeting their target or needs additional practice in any curriculum area, it is expected that the teacher will discuss this with parents and put together a home learning programme that addresses targeted areas.

Holiday Projects

Holiday projects are set for children to complete with their families. The focus of the projects is to introduce pupils to new topics that will be taught during the subsequent half term and allow pupils to do some pre-learning and learning around the topic.

Topic Information Sheets

A topic information sheet is sent out by the end of the first week back each half term. The sheet is designed to introduce the context of the new topic that will be taught, introducing key concepts, texts etc. along with suggested activities that the parents can help their child with at home during the course of the half term. The sheets are also uploaded on the school website each half term for parents to access accordingly.

Monitoring the recording and completion of Independent Learning Tasks

If Independent Learning is assigned it should always be commented on by the teacher. All teachers at Isaac Newton Academy Primary are expected to provide feedback on **all** independent learning completed. This may be done through class discussion, brief individual comments or praise stickers from the teacher to acknowledge the learning, depending on the task. Additionally pupils may receive praise and recognition for their home learning through either merits or certificates in class or Praise and Recognition assemblies. It is the role of the Teaching Assistant to check and keep a record that the home learning has been completed and to inform the class teacher of any child who has not submitted their learning. In the first instance the class teacher must discuss this with the child and parent/carer.

If, after discussion with the parent/carers, a child persistently does not appear to be completing Home Learning, the class teacher will inform the Deputy Head for their phase who will call and invite the child's parent/carer into school to discuss the issue and to reinforce the policy and benefits gained from pupils having the support and opportunity to practise their learning at home.

Sanctions for non-completion of Home Learning do not usually apply for pupils in Reception or KS1 and are at the discretion of the Deputy Head i/c of each phase for pupils in KS2, based on their knowledge of the child and their circumstances. Support may need to be considered and put in place if, for example, a child needs somewhere quiet at school to enable them to complete tasks or access to computers, books or other resources that may not be available at home.

As the children enter KS2 and progress through the school we would expect a greater responsibly and accountability for pupils to self-regulate and ensure their home learning is handed in each week. This is in preparation for KS3 where an automatic 1 hour detention is issued for non completion of Independent Learning.

Parental involvement in Independent Learning

Research shows that one of the key indicators of a pupil's success at primary school is the level to which parents/carers engage in their child's learning. Parents/carers have an important role to play in supporting their child with their home learning; for our pupils to achieve success we need parents to take an interest in what their child is learning. At Isaac Newton Academy Primary we build close links with families and work in partnership with them help every child achieve success. We give clear guidance to parents/carers and



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regular half termly updates of current topics to enable parental support. Pupils are equipped with a guided reading book and reading record with guidance and the expectation that their parents/carers will listen to extend their child's reading and comprehension skills. Regular parent workshops are held to inform parents/carers of up to date curricular content and to share strategies to support to home.

Parents/carers can support their child with his/her independent learning activities by:

- helping to set up a consistent and organised place for them to complete tasks at home
- helping them to establish a regular routine for the completion of independent learning tasks
- encouraging, motivating and prompting pupils to complete their tasks on time
- talking to them about their learning, their interests, what they want to find out and how they plan to complete their tasks
- suggesting resources, strategies that will challenge and extend their child's ideas
- helping to make links to real life eg. visiting a park, museum etc. and helping the children link their learning to their experiences
- talking about which tasks they found straightforward, which were difficult, how they coped with the challenge, what they learnt etc.
- ensuring that they stop working at bedtime
- letting the relevant teacher know if they experience significant difficulty or if there were reasons for not completing independent learning tasks on time etc.
- attending parent workshops and/or coffee mornings to discuss strategies and gain ideas and advice

Whilst we fully encourage parental engagement and support, equally we would expect that pupils work with incremental independence over time. By Year 5 and 6 we want the children to become prepared for secondary learning and more autonomous Independent Learning.

Last reviewed June 2020



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Recommended Home Learning

	Per Evening	
Reception	15 minutes	<p>Reading - Guided Reading book from January or book of choice Read Write Inc – Green and Red words Writing</p> <p>Maths Mastery – number bonds to 10, time telling to the nearest hour</p>
Year 1	30 minutes	<p>Reading - Guided Reading book Read Write Inc – Green and Red words Writing</p> <p>Maths Mastery – add and subtract numbers to 20, time to the nearest hour, half and quarter</p>
Year 2	30 minutes	<p>Reading - Guided Reading book Read Write Inc – Selected pupils Writing</p> <p>Spellings – words with spelling patterns and rules</p> <p>Maths Mastery – 2, 3, 5 and 10 x tables, time telling to the minute</p>
Year 3	45 minutes	<p>Reading - Guided Reading book Writing</p> <p>Spellings – words with spelling patterns and rules</p> <p>Maths Mastery – 4 and 8 x tables</p>
Year 4	45 minutes	<p>Reading - Guided Reading book Writing</p> <p>Spellings – words with spelling patterns and rules</p> <p>Maths Mastery – 6, 7, 9 11 and 12 x tables – pupils should know all their tables by the end of Year 4</p>
Year 5	1 hour	<p>Reading - Guided Reading book Writing</p> <p>Spellings – words with spelling patterns and rules</p>



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		Maths Mastery – fractions, decimals and percentages
Year 6	1 hour	Reading - Guided Reading book Writing Spellings – words with spelling patterns and rules Maths Mastery – fractions, decimals and percentages, squared and cubed number