

# The Killigrew Partnership

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## **KING CHARLES HOME LEARNING POLICY FEBRUARY 2016**

### **Our Philosophy**

At King Charles, we know that learning at home can make an important contribution to a child's progress at school. Having a balanced, varied, organised and purposeful approach to learning at home can help children develop the skills, knowledge, understanding and attitudes that they will need to be a successful and independent lifelong learner.

We know that 'home learning' doesn't have to be an actual piece of presented 'work'. We know that enormous amounts of learning can be the result of a discussion, an experience or, of course, through producing a piece of writing, art or mathematical problem. This is reflected in our approach to Home Learning at King Charles: the purpose, style and type of homework will vary as your child moves through our school but also depending on the areas in which we would like to extend, or bring from, home.

Across our school, a central purpose of learning at home is to develop a supportive education partnership with parents and involving parents actively in their child's learning through activities and experiences that can be shared together. For all pupils, regular reading is a main activity as is the learning of spellings that support learning from within school.

For our younger children, simple games or literacy/numeracy tasks are slowly introduced to support, reinforce and inform learning in school whilst also encouraging visiting places that link to our topics and also simply talking about their learning.

Pupils from Years 2 to 6 inclusive receive a topic-based homework which links directly to learning that is taking place in school. This might include presenting learning about a topic in the form of a piece of art or writing but also, self-initiated learning at home which could be research, visits to museums or libraries or simply talking to an expert relative or friend.

### **Aims**

- Through encouraging home learning for children attending our school we aim to:
- Provide opportunities for children to consolidate, extend or enhance their learning.
- Provide a further opportunity for parents to support and assist their child in the education process.
- Encourage discussion at home and to evoke interest that leads to research or visits.
- Prepare children for the increased homework demands that will be placed upon them when they transfer to secondary school.

## Objectives

We hope to achieve our aims by:

- Setting appropriate homework that will support, consolidate and develop learning in a variety of contexts.
- Respecting that learning can take place in a variety of ways including presented outcomes but also through discussions or visits.
- Outlining subjects and regularity for each age range (see Overview of homework)
- Setting a wide range of tasks using a topic-based home learning challenge from Y2 to Y6.
- Rewarding children who demonstrate independence and self discipline by completing tasks set to the expected standard and submitting these within the required time scale.

## How Parents can Support their Child

- Talk with your child about the value of learning at home and how you value spending time with them to hear about what they're learning in school.
- Help them to plan a suitable time to complete home learning tasks and share the importance of being organised and planning their time.
- For topic-based home learning challenges, talk with your child about which tasks they might complete.
- Model how we value and take care of our home-learning outcomes by perhaps providing a folder or plastic wallet for it to be taken to and from school in.
- For younger children, become actively involved in reading and simple games to help develop literacy and numeracy skills.
- Encourage your child and praise them when they have completed learning at home.
- Provide a reasonably peaceful, suitable space for your child to learn at home either together with you in the case of younger children or alone undisturbed for older children.
- Keep learning times **short** and **snappy**, reading with your child for 10 minutes a day is better than trying to read a whole story in one sitting.
- Provide feedback where appropriate, through the reading record, on successes or questions about the challenges.

## Overview of Home Learning at King Charles

We believe in families learning together at home and know that this not only supports children and shows that their learning is valued, but also provides vital 'talk time' where they can share their learning experiences with you.

If your child experiences frustration with completing any tasks set, please let their class teacher know: we will always be able to help in some way. If children are unable to complete tasks because of family or social commitments, we fully understand and ask that parents let us know. We believe that learning at home helps children develop important life skills such as accountability, self discipline and independence.

## Monitoring and Evaluation

The Senior Leadership Team will periodically check a sample of home learning tasks and discuss with teachers how far the home learning policy is being successfully implemented. In addition teachers and governors will monitor our home learning policy and its effectiveness on a regular basis.

The King Charles Home Learning Policy was agreed by the Full Governing Board of The Killigrew Partnership at their meeting on 25<sup>th</sup> April 2016 and will be reviewed every two years.

## Overview of Homework

Year Group	Description of homework and details	Tests/ Spellings /Rapid Recall etc
N	<ul style="list-style-type: none"> <li>Library book sent home once a week to be shared at home;</li> <li>Half termly "Learning Together" sessions where children's "next steps" are shared with parents with guidance on how to best support them;</li> <li>Children are regularly asked to contribute ideas and objects from home for our role play area.</li> </ul>	
R	<ul style="list-style-type: none"> <li>Reading books shared at home daily;</li> <li>High frequency words / tricky words for current phase sent home when appropriate;</li> <li>Maths challenge cards completed weekly.</li> <li>Half termly support with children's "next steps" through sharing Learning Journeys with parents.</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>Reading books shared at home daily;</li> <li>5 – 10 high frequency words/tricky word spellings sent home on Friday;</li> <li>Maths challenge sent home weekly on a Friday and returned the following Friday;</li> </ul>	
Year 2	<ul style="list-style-type: none"> <li>Reading books shared at home daily;</li> <li>5 – 10 high frequency words/tricky word spellings sent home on Friday;</li> <li>Maths challenge sent home weekly on a Friday to be returned on the following Friday;</li> <li>Cross-curricular challenges set with each new topic.</li> </ul>	Spelling test each Friday
Year 3	<ul style="list-style-type: none"> <li>Reading books shared at home daily;</li> <li>Practise spellings every day from list sent home each Monday</li> <li>If needed, high frequency words/tricky word spellings for current phase sent home regularly</li> <li>Maths task sent home on Friday to be returned the following Friday</li> <li>Cross-curricular challenges set with each new topic.</li> </ul>	Spelling test each Monday ( and new spelling list set)
Year 4	<ul style="list-style-type: none"> <li>Reading books shared at home daily;</li> <li>Practise spellings every day from list sent home each Wednesday</li> <li>Regular multiplication tables practise;</li> <li>Maths task sent home on Friday to be returned the following Thursday;</li> <li>Cross-curricular challenges set with each new topic.</li> </ul>	Spelling test each Wednesday ( and new spelling list set)
Year 5	<ul style="list-style-type: none"> <li>Reading books shared at home daily;</li> <li>Practise spellings every day from list sent home each Monday;</li> <li>Regular multiplication tables practise encouraged;</li> <li>Weekly maths task sent home on Thursday and returned the following Monday;</li> <li>Cross-curricular challenges set with each new topic.</li> </ul>	Spelling test each Friday (new spellings given on Monday).

	<ul style="list-style-type: none"> <li>• From March – an additional Literacy task linked to SPaG</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>• Reading books shared at home daily;</li> <li>• Practise spellings every day from list sent home each Monday</li> <li>• Encouraged to look for opportunities to practise mental maths skills in everyday life;</li> <li>• Weekly maths task sent home Thursday and returned the following Monday;</li> <li>• From January – an additional weekly Literacy Task, linked to Reading Comprehension and SPaG</li> <li>• Cross-curricular challenges set with each new topic.</li> </ul>	Spelling test each Monday (new spellings given on Monday).

## **Half Termly Cross-curricular Challenge**

Each half term children from Year 2 through to Year 6 are given a cross-curricular challenge to complete at home. This challenge is presented in the form of a grid outlining a wide range of tasks for children to choose from, covering many subject areas such as maths, art and science. The aim is

to engage children in their current topic of learning and be able to share this at home.

The challenge asks the children to choose 1 or 2 activities to complete over the half term/designated time. They will then have the opportunity to show/present their homework to the class in their chosen format. Homework tasks will then be displayed in school until the end of the topic.

### **Example**

#### **Y3 Cross-curricular Homework :**

##### **EXPLORING ANCIENT EGYPT**

CHOOSE ONE of the following tasks at least and be ready to present it on the week beginning....

- Creative writing focus: write an ACROSTIX poem using the letters from the topic. Rehearse it to perform it to the class. Present it neatly in writing —we'd love to display it!
- Maths problem: Make up an addition or subtraction calculation, using Egyptian symbols for numbers. Present it neatly so that we can display it and solve it. Provide a key of the symbols, to help us interpret it. Have the number sentence and solution ready for us to check our answers.
- Research and present (in any form) information on any topic of interest from Ancient Egypt. It may be more about something we have mentioned in class, or better still, something we haven't explored yet—like clothing and jewellery for example.
- Design & Make a 3D model: of ANY object from Ancient Egypt. Be ready to explain why you chose the materials you did, what was tricky when designing and making and how you would improve it next time. It would be great to know a little bit about the object too!

## Example

<b>The Rainforest</b>	
<p>Dear Children and Parents/Carers,            We hope that you will enjoy reading through the range of activities for this half term. Please choose <u>one</u> activity from Group A and <u>one</u> activity from Group B. Please complete both activities and bring them to school by .....</p> <p>You can present them in any way you chose, e.g. a poster, a piece of writing, a Powerpoint presentation, a movie... It's up to you.</p> <p>Please <b>ask</b> if you do not have paper and other materials for the activities, or if you get stuck. We will be happy to help and support you!</p> <p>Finally, please write down any books, websites or other resources that you used. Have fun!</p>	
Group A	Group B
<p><u>Model of a rainforest creature</u>            This can be a bird, reptile, animal or even something that lives in the water. You can use any materials you like.            We look forward to seeing your creations!</p>	<p><u>Newspaper Report</u>            Write a newspaper report about an event that takes place in the rainforest. For example, this could be about the destruction of the rainforest, the rescue of someone like Alex Winters or the discovery of an unknown species.            Don't forget to set it out like a real newspaper report.</p>
<p><u>Paint or collage a rainforest scene</u>            This should be of a section of the rainforest from the canopy to the floor and should show the living things that are found there.</p>	<p><u>Instructions</u>            Write instructions for a task to be done in the rainforest, eg How to catch a python, how to make a bow and arrow, how to build a shapono, how to use a blowpipe, how to light a fire, etc.</p> <p>Make sure that the instructions are really clear and that you include diagrams.</p>
<p><u>Design your own science investigation</u>            This should focus on leaves, you may like to think about transpiration, decay or diversity.</p>	<p><u>Poster</u>            Think about the threats that face the rainforest areas of the world.            Design a poster explaining what is happening to the rainforest and encouraging people to help prevent the destruction of the rainforest.</p>