

Home Learning Policy

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Rationale

At The Baird Primary Academy, we believe that the role of parents and extended family members is key to children's development and learning from birth, through to early years and into school. Learning takes many forms and covers many areas including social and emotional development, language and creativity as well as the more traditional view of learning as 'reading, writing and arithmetic'.

We believe that good family-school relationships are vital in forming the bridge between home and school, to promote the value of and enjoyment of learning throughout a child's day to prepare them for the variety of experiences they will encounter in their lives.

The purpose of Home Learning

- To improve the quality of the learning experience and extend this beyond the classroom environment
- To encourage pupils and their parents and carers to share and enjoy learning together
- To reinforce work covered in class by providing further opportunities for individual learning
- To practise or consolidate basic skills and knowledge, especially in Maths and English
- To encourage pupils to develop the responsibility, confidence and self-discipline needed to study independently
- To prepare Year 6 pupils for their transition to secondary school

The Academy Expectation

Due to the importance that we place on home-school relations, we have a basic set of expectations which all pupils should adhere to.

EVERY CHILD should read to (or share a book with) an adult at home EVERY DAY. This may also include an online text or story. All pupils have access to Bug Club, an online reading scheme which can be found at

https://login.pearson.com/v1/piapi/piui/signin?client_id=mCfHI22MzgSG9oQ21dUc3GGNPShmrgeb&login_success_url=https:%2F%2Fwww.activelearnprimary.co.uk%2Flogin-redirect%3Fc%3D0%26retry%3D1%26iesCode%3DKOXeu1fqms Pupils receive their log in from their class teacher.

Each pupil from Nursery to Year 6 has an individual login for Purple Mash - <https://www.purplemash.com/login/>. This online learning platform has a range of educational activities that pupils can access to practise and consolidate skills learnt in school. Purple Mash is a completely secure site, which provides age-appropriate activities and games for your child, as well as a blog which details messages / tasks from the teachers.

In addition, each pupil from Year 1 to Year 6 has a home login for Times Table Rock Stars, as well as Letterjoin (our handwriting package).

All class teachers will issue individual logins at the start of each year or when requested by a pupil. It is vitally important that pupils keep these safe and secure and do not share these with others.

EYFS

In the EYFS, we will provide home learning opportunities on a termly basis – these will be fun and engaging activities, designed to enable learning in a play-based and interactive way.

Reception and Nursery will set a series of home learning challenges (see appendix 1) for children to complete during the term. These challenges will link to the learning in school and provide an opportunity for creativity and discussion at home. A range of tasks will be presented, so that all children can access the tasks.

These grids will be sent via email to parents (using Parent Pay) on the back of year group newsletters and also posted within the Purple Mash blogs. If parents do not have internet access, they should speak to their child's class teacher to obtain a hard copy of the tasks.

We would ask parents to communicate with us about your child's successes in their home learning, using our Wow Slips, so that we can share this in school.

Year 1 and 2

- Children will be given a Sounds Write (phonics) activity based on what they have been learning over the last two weeks.

Year 3 to 6

- A **spelling**-based activity – this will provide parents with the rule that has been learnt that week, and some examples of the rule (and exceptions), with a simple task that can be practised at home. Pupils will be tested on words that apply the rule, however the purpose of the test is to check their application of the spelling rule, not their memory of words. Therefore, teachers should provide an activity to encourage the pupils to familiarise themselves with the spelling rule e.g. what words can you find in your reading book that apply this spelling rule? Spot the odd word out. Etc.

Year 1 to Year 6

On a weekly basis, we will set the following activities to complete at home:

- A **maths-based** activity – these will be set on Purple Mash and will give the children an opportunity to consolidate their learning from that week or to practise a skill e.g. number bonds or times tables.
- A set of fridge words. These are sent home on a Friday. These are new words that the children have learned across the course of the week as part of Word Aware. We would ask that you stick the prompt(s) on your fridge and talk to your child about the meaning of the words, encouraging them to use it in a sentence or as part of what they are saying.
- A termly overview (similar to EYFS) with a series of optional activities, linked to our wider learning across the curriculum. This is detailed on the back of the year group newsletter each term. There is no expectation for children to complete these as they enhance the learning and they will not be expected to be submitted for marking, but children may bring them in to share with their teacher.

These will be detailed on the Purple Mash blog on a Friday but there is no requirement for pupils to submit work – simply to practise the skill.

From time-to-time teachers may set additional homework in classes or year groups to support the purposes of home learning.

If parents do not have access to the internet and cannot access Purple Mash, they should contact their child's class teacher to be provided with a paper copy of any tasks set. Alternatively, families can loan a laptop to support with completing homework at home. Please email fsm@thebairdprimaryacademy.org.uk to request a laptop.

The Role of the Class Teacher

- To provide an explanation of home learning tasks to all parents when required and to give guidance of how they might assist their child
- To set home learning tasks that take equal opportunities into account and are differentiated to meet each pupil's needs
- To ensure that home learning is purposeful and links directly to the curriculum being taught
- To praise children who regularly complete home learning tasks

The Role of Parents and Carers

Pupils are more likely to gain high quality experiences from home learning if parents and carers are engaged and involved with supporting home learning as follows.

- To support the academy by ensuring that their child attempts the home learning
- To provide a suitable place for their child to carry out their home learning
- To encourage and praise their child when they have completed home learning
- To become actively involved and support their child with home learning activities
- To make it clear that they value home learning and that they support the academy by explaining how it can help learning
- To support their child with daily reading and spellings

At no point, should home learning cause undue stress on the pupil or family and we would ask that if a pupil is finding home learning overly stressful that you liaise directly with your child's class teacher.

Appendix 1 – EYFS Termly Home Learning Grid

Reception / Nursery Home Learning – Topic Title

Please complete as many home learning experiences as you wish. Four or more would be amazing!

Tick the experiences as you go.

Here are some ideas for how you could present your home learning:

- ☺ Take photographs to share at school.
- ☺ Encourage your child to draw pictures and write sentences about their learning.
- ☺ Ask friends or family members to write a review for things you cook, make or do.
- ☺ Record new experiences and achievements on a Wow Slip.

OUR FRIDGE WORDS!

We are using the Word Aware approach to teach new vocabulary. These are the words we have been learning this week.
Please place these words on your fridge to remind your child which words they have been learning. Talk to them about the words. Try to talk to them about the words as opposed to asking them questions about the words.
Can you tell your child what any of these words mean?
Can you or your child use these words in a sentence?
