



Introduction

At Low Trenchard C of E School we recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnership, of which our home learning policy is an important element. Home learning is defined as any learning or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

At Low Trenchard we see learning done at home as a valuable part of school learning.

Our Home Learning Philosophy

We believe that home learning:

- Provides a home/school link and promotes liaison
- Increases parental knowledge and understanding of their child/children's learning
- Actively involves parents in the learning process
- Generates discussion at home amongst family members
- Encourages a positive attitude and approach to learning
- Encourages self-motivation and the development of organisational skills
- Fosters independent learning
- Encourages constructive use of spare time
- Improves pupil achievement
- Assists language development and encourages a love of reading
- Does not have to be written

At Low Trenchard, teaching staff recognise that pupils who have spent a busy day at school need time to relax and unwind at the end of the afternoon. We are also mindful of the need to encourage children to pursue out of school activities, e.g. swimming, ballet, Beavers, Brownies, music lessons etc.

Home Reading

The importance of reading at home cannot be over-emphasised and we hope that children will read for pleasure in their own time. Pupils will be provided with a suitable school reading book, which can be taken home to read with a parent or other adult person. A record book will be provided to record when pupils have read at home.

Pupils who are at the start of their reading learning, will be sent home phonetically decodable books that link to the sounds that they are learning in school. It is important that they re-read these books in order to develop fluency and to ensure that they can understand what they have read.

As pupils become fluent readers, they will move onto the “Accelerated Reader” program. They will be regularly assessed to ensure that they are developing their comprehension skills and that they are reading widely.

Spellings

Pupils will be set weekly spellings by their class teacher on “The Spelling Shed”. This is an online resource where pupils can play games to improve their spellings. Teachers can monitor pupil participation. This resource is available for pupils from Reception class up to Year 6.

Maths

Pupils from years 2-6 will have access to Times Table Rock Stars, an online resource to practise tables skills at home. This can also be monitored by Teachers.

If pupils have difficulty accessing the internet, please let your class teacher know.

Theme learning

At the beginning of each new theme, teachers will send home knowledge organisers for pupils to use to learn key knowledge and facts that they will need to know in their new theme learning. Pupils will be “quizzed” throughout the theme period (usually four weeks).

Fox Tor Home learning expectations

Reading

Daily opportunity (5 – 10 minutes) - reading to someone, being read to, conversations about what your child has read or listen to.

Spelling

Regular opportunity (3 – 4 times a week for 5 – 10 minutes) to access and play Spelling Shed to practise set spellings linked to our termly focused spelling patterns, as well as regularly practise group/key stage CEW (common exception words). This can be done on Spelling Shed or by verbal and written methods/games. It is really important that your child can securely read their CEWs before they can confidently attempt to spell them accurately. I recommend that you focus/select 5/6 words at a time.

Maths

Regular opportunity (3-4 times a week for 5-10 minutes) to access and play on TTRS, Hit the Button [Hit the Button - Quick fire maths practise for 6-11 year olds \(topmarks.co.uk\)](https://www.topmarks.co.uk/Hit-the-Button) or verbally and written methods/games to practice times tables as multiplication and division.

Year 1 – Make connections between arrays, number patterns, and counting in 2s, 5s and 10s.

Year 2 – 2s, 5s, 10s