

Grimsargh St Michael's C of E Primary School



Home Learning Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Research

Findings from the Education Endowment Foundation, a Government and Department for Education recognised research group, indicate that, *'homework in primary schools does not appear to lead to large increases in learning'*.

At Grimsargh St Michael's, we do, however, believe that homework provides another opportunity to instil a positive work ethic in children. In addition, it provides parents/ carers with an insight into what their child is learning. We feel passionate about getting it right, rather than getting rid of it!

Aims

- To develop an effective partnership between school, parents and carers which encourages pupils and their parents to share and enjoy learning experiences.
- To develop, consolidate and reinforce knowledge, skills and understanding of core subjects to strengthen basic skill progression throughout school.
- To develop the fluency and understanding of reading and to promote reading for pleasure.
- To ensure a consistent approach throughout school.
- To use home learning as a tool to help continue to raise standards of attainment and enjoyment of learning.

The role of the class teacher

- To ensure reading books are provided in line with a child's reading ability.
- In reception and key stage 1, the children will receive one new reading book per week and one library book; in KS2, as books are often longer, it will be as needed, alongside a library book.
- Class teachers will ensure that each child's home reading is monitored by an adult, in school, at least once per week.
- To ensure spellings and number of spellings are appropriate for each child.
- To ensure appropriately challenging work is set on all online learning platforms.
- To provide support and guidance for pupils who need it.

The role of Parents and Carers

- To support their child and the school by ensuring children complete their home learning.
- To support, encourage and praise their children when completing their home learning, creating a positive learning environment.
- To be actively involved in their children's home learning activities whilst encouraging independence and decision making from their children.
- To provide dedicated, uninterrupted time to allow children to complete their home learning tasks.

The role of the pupil

- To try their best with all home learning tasks.
- To seek guidance and support when needed.

Content

Reading

Fostering a love of reading is something we are passionate about at Grimsargh St Michael's, and you can really support your child in being able to access the whole curriculum by simply listening to them read, by reading to them and by asking them questions about the books you share. We, thus, encourage you, as parents/ carers, and first educators of your children, to read and listen to your child read every night (this only needs to be for 10/15 minutes).

Spelling

Supporting your child with their weekly spellings is another simple way in which you can support your child at home.

Class teachers will share other effective ways for parents/ carers to support their child with learning spellings. In school, we encourage children to use the words, given as spellings, within weekly writing opportunities and we explore meanings of words so they are not practiced solely for a test.

Multiplication Tables

Supporting your child with their times tables, as specified by your child's class teacher (year 2-6), or repeated addition which leads into learning times tables (reception and year 1) is the most effective way you could support them mathematically. The Government expect that all children will know their multiplication tables by the end of year 4.

Each year, from year 2 through to year 6 have specific times tables they must learn:

- Year 2: x2, x5, x10
- Year 3: x3, x4, x8
- Year 4: x6, x7, x9, x11, x12
- Year 5 & 6: further consolidation of all tables including 'mega' facts (6×80 ; 7×900 ; 400×6) and 'mini' facts (0.5×8 ; 3×0.03 ; 0.009×8)

For times tables, the most effective way for you, as parents/ carers, to support your child, would be to spend a few weeks exploring one particular times table; look into any patterns; find things that are grouped by that amount (for example traffic lights in 3s; boxes of eggs in 6s; colours in a rainbow in 7s); practice the related division facts; depending on year group expectations, practice the 'mini' and 'mega' facts: using 7×4 to calculate 0.7×4 (mini) and 70×4 (mega).

Towards the end of year 4 children will sit the Multiplication Tables Check (MTC) which is a digital assessment intended to support teachers in ensuring that all pupils know their multiplication tables by the end of primary school. It will enable schools to identify those pupils who may need more support with their times tables.

Online learning platforms

In addition, we will be encouraging children to spend time accessing our online learning platforms such as 'Mathletics'.

Children have access to numerous online resources and websites we can use as homework to support children's learning:

- Mathletics
- Spag.com
- Purple Mash

Work will frequently be on these learning platforms/ websites- all children have individual log in details. Using these online resources provides fun, engaging and differentiated homework that also gives instant feedback to the teacher once the homework is completed.

Early years (Reception class)

In Early Years (reception class), it is slightly different.

- Children will have their books changed once a week, on a Monday, and will be given two books. Guided reading will take place once a week, starting in the Spring term.
- Children will receive talk books to fill in with any news, stories, photos and/ or tickets. They will be given the opportunity, especially in the autumn term, to share news in 'key person' time to support the development of communication and language skills.
- A 'Mathletics' activity will be set once a week on a Monday.

SEN

Most children on our special needs register can access some of the tasks set for the whole class, depending on their individual needs. It is the class teacher's responsibility to ensure home learning tasks are adapted appropriately to support each pupil's specific areas of need. As a result, some children on the SEN register may receive adapted reading, spelling, or multiplication tasks. Class teachers will liaise with the SENCO to ensure that objectives from Targeted Learning Plans are addressed both in school and at home. The SENCO may also provide tailored resources to support teachers and parents.

Failure to complete

We are aware that each child will receive a different amount of support and guidance at home from parents/ carers and therefore we do not feel children should be punished for not completing home learning tasks.

The class teacher will make contact, as necessary, with parents of children not completing home learning tasks to discuss any support school can put in place.

Monitoring and Evaluation

The effectiveness of this home learning policy will be monitored and evaluated in consultation with class teachers, children and parents. Parents will be given the opportunity to comment on home learning at Parents' Evening.

Signed: Mr Stuart Booth

Date: September 2025

Review Date: July 2026

Agreed by the Curriculum Committee: