Home Learning Policy

Reviewed and approved by governors: February 2025

Next Review: February 2027

Developed in consultation with staff, parents and pupils.

Our School Vision:

"At PaWS we have an ambitious vision to work in partnerships with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life."

(John 10:10)

Overview:

In order that our pupils can attain the highest standard, at PaWS we recognise the crucial importance of an active educational partnership between home and school as set out in our school vision. Home Learning is just one of the ways in which we seek to foster this partnership. Home Learning at PaWS encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

Home Learning form parts of the Teaching and Learning Policy at PaWS and is highlighted in our Home-School Agreement.

Aims:

- To help children to make progress and ensure children have the best opportunities to meet and deepen their knowledge and understanding of the expectations for their year group set out in the National Curriculum.
- To help parents gain an insight into their child's school work, support in children's learning and promote partnerships between home and school.
- To support children develop their fluency and comprehension skills in reading.
- To support children develop their fluency and flexibility with number facts through *a 'little but often'* approach.
- To practise and consolidate skills.
- To broaden the context of learning and provide enrichment and extension
- To become independent learners and to develop resilience and positive attitudes to learning beyond the classroom.
- To support children and families develop routines and the expectations for home learning in a progressive way in preparation for the expectations at secondary school.

Expectations and Organisation:

Reception classes:

- Have a bedtime story every night.
- Children to read to an adult at home at least 5 times per week with completing daily reading log.
- Regular use of DoodleMaths - ideally daily
- RWI phonics tasks

Year 1:

- Have a bedtime story every night.
- Children to read to an adult at home at least 5 times per week with adult completing daily reading log.
- Regular use of DoodleMaths and DoodleSpell – ideally daily
- RWI phonics tasks

Year 2:

- Have a bedtime story every night.
- Children to read to an adult at home at least 5 times per week with adult completing daily reading log.
- Regular use of DoodleMaths and DoodleSpell – ideally daily
- RWI phonics tasks

Year 3:

- Have a bedtime story every night.
- Children to read to an adult at home at least 5 times per week with child/adult completing daily reading log.
- Regular use of DoodleMaths and DoodleSpell/Rollama – ideally daily
- Regularly access to Times Table Rockstars to develop fluency. Children should be secure 2, 3, 4, 5 and 8 times table facts by the end of Year 3.

Year 4:

- Have an ongoing story read to them every night.
- Children to read to an adult at home at least 5 times per week with child/adult to completing daily reading log.
- Regular use of DoodleMaths and DoodleSpell/Rollama – ideally daily
- Regular access to Times Table Rockstars to develop fluency. Children should be secure with tables up to 12 x 12. The Multiplication Tables Check (MTC) is a statutory assessment that all pupils take at the end of Year 4.

Year 5 & 6:

- Have an ongoing story read to them every night.
- Children to read at home at least 5 times per week with child/adult to completing daily reading log.
- Regular use of DoodleMaths and DoodleSpell/Rollama – ideally daily
- Regular access to Times Table Rockstars to embed fluency.
- Further curriculum linked tasks

PAWS Passports

Our PaWS' Passports offer a further optional support to engage children in learning at home. These help parents to understand some of the key milestones for children across the wider curriculum. They include activities and weblinks for children to embed and overlearn these key objectives.
https://pevenseyschool.org.uk/learning/pawspassports/

We know that some children struggle to get into the routines of home learning. To support, we use a range of motivators in school alongside those embedded into the online packages we have subscribed to.

It is important that parents display a positive attitude and value the importance of home learning. It is essential for children to recognise the importance of home learning to support their progress. To support your child, we would encourage parents to:

- Providing a quiet, calm area for the children to work in
- Help set a regular time for completing activities
- Making the time to read with children and question them even once they have become fluent readers

When children have not completed their home learning, they may be required to spend part of their break or lunch times catching up. If this becomes a continual concern, the problem will need to be discussed with parents.

If your child is struggling to engage in home learning, there are strategies of support available on the school website:
https://pevenseyschool.org.uk/parents/parentguide

All our online platforms can also be accessed via the school website:
www.pevenseyschool.org.uk/learning/online-learning/

Holiday learning:

It is important for children to have a rest during the holidays so that they are in the best place to learn in the new term. We strongly encourage children to maintain their good reading habits and to keep their fluency skills sharp with a *'little but often'* approach to accessing DoodleMaths, DoodleSpell and Times Table Rockstars.

Pupils with special educational needs

Our home learning offer is inclusive and staff will make adaptations as required. If you feel your child needs further school support to access their home learning due to a special educational need or any other reasons, please contact your child's class teacher.

Online Access

Our online packages have been carefully selected to be accessible on most devices including mobile phones. If any families are unable to access these tasks, please contact the school immediately.

If parents have any problems or questions about home learning, they should, in the first instance, contact the child's class teacher.