

Orleans Primary School



Home Learning Policy

Governor's Committee Responsible	Quality and Standards
Status	Statutory
Review Cycle	3 yearly
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Date of next review	October 2023

ORLEANS PRIMARY SCHOOL
'A love of learning, for life, for all'

HOME LEARNING POLICY

At Orleans Primary School we see home learning as learning set to be done outside the timetabled curriculum of our school.

The Value of Homework

We see homework as being a valuable part of school life as:

- It helps children to become more confident in their learning which will help throughout their time at school and in later life.
- It develops our pupils' perseverance, self-discipline and responsibility in their own work.
- It promotes the co-operation and involvement of parents and other adults.
- It enables class work to concentrate on the activities requiring the teacher's presence.
- It encourages independence, research, creativity and initiative.
- It allows practice, where it is needed, of skills and concepts learned in the classroom.
- It opens up areas of study and makes possible the use of materials and sources of information that are not accessible in the classroom.
- It encourages self-esteem through completion of a task.
- It can encourage children to use their spare time positively and may lead to it becoming a personal pursuit e.g. modelling, story writing, poetry, etc.
- It prepares pupils for the homework that will be set in secondary schools.

Preconditions for our children to fulfil homework requirements

One or more of the following:

- It should be done in partnership with parents and actively involve all partners (i.e. child, parent, Orleans Primary School) in the child's education.
- It should be a time set aside which is recognised and respected by all members of the family.
- There should be an interest in and support for the child's home learning within the family.
- There should be firmness about it being done while avoiding the pitfalls of "nagging", being seen as a "test", or undue pressure.
- Access to suitable working surface/conditions.
- A recognition that a relaxed atmosphere in the home provides many more informal educational opportunities than are offered through set home learning e.g. conversations, magazines/ books, radio/television, clubs/hobbies/visitors.

Expectations of the school when setting homework

Teachers will undertake to supply a variety of meaningful, stimulating, varied and interesting activities so that it does not become a chore for the teacher or child. (See below)
Teachers will provide support and guidance for pupils who need it. If a pupil has found a task challenging parents should contact the teacher to inform them.

Home learning activities will not be provided for absentees except in exceptional circumstances.
Home learning activities will not be provided for children if they are taken on holiday during term time.

- Teachers need to be sensitive to the accessibility of information, i.e. not all children will be able to visit a library, park, woods, during the week.
- It is important that the work set is something that the child understands and has the necessary tools to carry out.

Google classroom platform

The school have set all home learning tasks for pupils in Year 1 to Year 6 on Google classroom. Early years set weekly tasks on the Tapestry platform. The home learning is uploaded weekly and the expectation is pupils will complete the tasks and submit online to their teachers.

Each family is unique and because of this, should approach home learning in a way which suits their individual needs and family lives. Orleans Primary School staff are fully aware that we need to support families in ensuring high quality education is delivered to the highest standard to all pupils and offers support to those that require it in the form of a weekly Home learning club if they should wish to attend.

Homework Format in Orleans Primary School

Homework when set will be follow the guidelines outlined below:

Nursery

Weekly communication from the class teacher via email outlining learning for the coming week with suggestions of activities that can be done with the children at home. Parents and Carers can then upload images onto Tapestry or send in 'Wow Cards' showing what the children did.

Reception

Weekly communication from the class teacher via email outlining learning for the coming week with suggestions of activities that can be done with the children at home. Parents and Carers can then upload images onto Tapestry showing what the children did.

Teachers will give out the current key words and reading books that individual children are working on. They will test the children on a regular basis and then the new resources will be given out when the children are ready to move on.

Daily reading – using the school reading books, books from the book list or titles of your own choice
(At least 10 minutes a day)

Year 1 and 2

Daily reading – using the school reading books, books from the book list or titles of your own choice (At least 10 minutes a day) Mini Quiz in class at the end of term on the books from the book list.

Weekly practice of:

Key Words

Key Instant Recall Facts and Counting in Steps/Times Tables

Weekly short maths activity that supports the maths the children are learning in class

Weekly spelling words taken from phonics learning and key words

Weekly short grammar/punctuation task linked to learning in class - **Year 2 only**

Half termly reading comprehension

Termly writing task to enter a national competition

Termly topic based project - optional

Year 3, 4 and 5

Daily reading – using the school reading books, books from the book list or titles of your own choice (At least 10 minutes a day) Mini Quiz in class at the end of term on the books from the book list.

Weekly practice of:

Key Words

Key Instant Recall Facts and Times Tables

Times Table Rockstars

Weekly short maths activity that supports the maths the children are learning in class

Weekly spelling words taken from the spelling rules being learnt and key words

Weekly short grammar/punctuation task linked to learning in class

Half termly reading comprehension

Termly writing task to enter a national competition

Termly topic based project - optional

Year 6

Daily reading – using the school reading books, books from the book list or titles of your own choice (At least 10 minutes a day) Mini Quiz in class at the end of term on the books from the book list.

Home learning is given out on a Thursday and due back the following week. It is up to the children to decide what they complete on what day

Termly writing task to enter a national competition

Termly topic based project - optional

Occasional preparation for a topic to be covered in school

Policy updated October 2020

Policy to be reviewed October 2023

Signed..... **Quality and Standards Committee**

Signed **Headteacher**

Appendix 1

ORLEANS PRIMARY SCHOOL

GUIDELINES FOR HEARING READING

A General Introduction to Reading

Learning to read is in many ways a very complex task which is different to everyone. It is like learning to walk and talk, everyone learns at different rates and in different ways. Consequently, there is no single formula which will work for every individual. Over the years therefore, the staff at Orleans Primary School have developed a carefully planned reading method which follows a flexible approach so that each child has the opportunity to follow the path most suited to their needs. Some readers have the sort of memory that enables them to almost take a “photograph” of certain words and recognise them instantly. Some will read words by learning the sounds and breaking the words up. Early on, the reader relies quite heavily on picture clues. The context of the word, as well as its shape and length can also be of help. Most people use a combination of these and other strategies, some of which they devise for themselves. Success is achieved through having the desire and confidence to try new words and enjoy what they are reading.

Early Stages

Adults are often concerned that a child is not “really reading” e.g. they may be making up a story to fit the illustrations or memorising the text and reciting it off by heart. They are perfectly normal stages and need to be accepted as valid activities in the learning to read process.

Some General Guidelines

The most important thing is that the children are encouraged to see reading as a highly enjoyable activity; that they feel relaxed and have a positive experience.

Hearing your child read is a collaborative activity, with the emphasis on sharing and enjoying the book together.

In the child’s school reading diary please enter:

- The date
- Book title
- Pages read and any comments you may have
- Your initials

If you feel a child is experiencing difficulty with the book, discuss this with the teacher so that they can make an assessment – our approach has been devised for gentle, easy progression – not a constant struggle!

Some Reading Strategies

1. Start by talking together about the book. What is it called? What do you think it is about? Have you read any others like this before? Did you like them?
2. When you have established where to start reading, discuss any pictures which help focus attention on some of the words which are likely to appear. Ask about characters already introduced. Ask about the story so far and what they think might happen next.
3. If the child is reading with a fair degree of accuracy, try to pick one area they can develop e.g. perhaps they are not stopping at full stops or are reading with very little emphasis. It is often an idea to read to them to show them what you mean.
4. If they are struggling, perhaps because they are tired or are getting used to a new type/style of reading book – read with them at the same time. This takes the pressure off them and makes it a successful, rather than a painful experience.
5. If they are finding individual words difficult, you can sound out the first letter, then the first two, then they may be able to finish the word for you.
6. In situations where you have given a lot of help, you could say “Why don’t you read that to me again, all by yourself?” You can then measure how much they have managed to pick up.
7. If the child seems very tired or is finding it hard to concentrate, then it is perfectly acceptable for you to read most of it to them. You can miss out occasional words you feel quite confident that they know and do lots of discussion work together.
8. Invite the child to read on if the word is unknown and then go back to the unknown word – the additional text may provide the essential clue needed to solve a particular mystery word!
9. If there is a particular word or a few words that the child is having difficulty remembering, or you sense the child needs a little break, do some studying; look at the word together – what is the overall shape of the word? Is it longer or shorter? Does it sound how it is spelt? Can you find any short, familiar words within the word e.g. “end” in “friend”? Does it remind them of any words they know?
10. Above all, show your delight when they successfully manage to read a difficult word, complete a page or unravel the story.

Appendix 2 Comprehension Questions

Reading Comprehension-Question Coverage – Key Stage 1

1a	1b	1c	1d	1e
Drawing on knowledge of vocabulary to understand texts.	Identify and explain key aspects of texts such as characters, events, titles and information (retrieval).	Identify and explain the sequences of events in texts.	Make inferences from the text.	Predict what might happen on the basis of what has been read so far.
<p>What word in the text tells you...?</p> <p>Find and copy one word that tells you...</p> <p>What does the word ___ mean?</p> <p>What does the word ___ mean in this sentence (homonyms)?</p> <p>Find and copy a word that describes how...</p> <p>Find and copy a word that means the same as...</p> <p>Draw a line to match the words to their meanings.</p>	<p>Which...?</p> <p>What...?</p> <p>How...?</p> <p>Where...?</p> <p>When...?</p> <p>Why...?</p> <p>Who...?</p> <p>Identify two ways...</p> <p>Draw a line to match these characters to events.</p> <p>Give two reasons why...</p> <p>Give one example of...</p> <p>Which character...?</p>	<p>Number the sentences below to show the order they happened in the story... report...poem...</p> <p>What happened after?</p> <p>What happened before?</p> <p>Which of these events happened first?</p> <p>Which of these events happened last?</p>	<p>Why do you think...?</p> <p>Which do you think...?</p> <p>How do you know...?</p> <p>When do you think...?</p> <p>How can you tell</p> <p>Put ticks in the box to show which sentences or statements are true or false.</p> <p>What impression do you get of the feelings of this character from the text?</p> <p>Why did...?</p> <p>What evidence is there that...?</p> <p>What is this characters attitude towards...?</p>	<p>What do you think will happen next?</p> <p>Where do you think...?</p> <p>What do you think would happen if...?</p>

Reading Comprehension-Question Coverage – Key Stage 2

2a	2b	2c	2d	2e	2f	2g	2h
Give/explain the meaning of words in context.	Retrieve and record key information/key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Making inferences from the text / explain and justify using evidence from the text.	Predict what might happen from details stated and implied.	Identify/explain how information/ narrative content is related and contributes to meaning as a whole (cause).	Identify/explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text (effect).
<p>In this sentence ___ is closest in meaning to...?</p> <p>Explain two things that the words ___, ___ suggest.</p> <p>Find and copy two words that show...</p> <p>Which word best describes...?</p> <p>Find and copy one word that suggests...</p>	<p>Which...?</p> <p>What...?</p> <p>How...?</p> <p>Where...?</p> <p>When...?</p> <p>Why...?</p> <p>Who...?</p> <p>Identify how...</p> <p>Draw a line to match these characters to events.</p> <p>Give two reasons why...</p> <p>Which sentences /statements are true or false.</p> <p>Circle the option to complete the sentence.</p>	<p>What is the main message of the text?</p> <p>Number the sentences below to show the order they happened in the story...</p> <p>report...poem...</p> <p>What happened after?</p> <p>What happened before?</p> <p>Which of these events happened first?</p> <p>Which of these events happened last?</p>	<p>Explain how... How does...?</p> <p>Why do you think...?</p> <p>Which do you think...?</p> <p>How do you know...How can you tell...?</p> <p>When do you think...?</p> <p>How can you tell</p> <p>Put ticks in the box to show which sentences or statements are true or false.</p>	<p>What do you think will happen next?</p> <p>Where do you think...?</p> <p>What do you think would happen if...?</p> <p>Based on what you have read, what does the last paragraph suggest might happen next?</p>	<p>At what point did the characters mood change?</p> <p>What caused the characters to change their actions?</p> <p>What caused a change in events?</p> <p>What impact did a change in events have?</p> <p>How is the outcome different because of what happened?</p>	<p>What does the phrase ___ tell you?</p> <p>What impact does the phrase ___ have on the reader?</p> <p>Find and copy words from the paragraph that show it was...</p> <p>Why does the writer use the word...?</p> <p>What is the effect of...?</p> <p>Which part of the text tells you...?</p> <p>What words help the reader to...?</p>	<p>How does the characters mood change throughout the text?</p> <p>What words would you use to describe the main character at the start and end of the text?</p> <p>How are the lives of the people different as a result of this event?</p>