



Kennett Primary School

# Home Learning Policy

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Author:	Headteacher
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## Introduction

Kennett Primary School believes that home learning is an important aspect of a child's education. Not only does it encourage children to realise that learning can take place outside the classroom but it also promotes independent learning, thus encouraging each child to take responsibility for their personal progress.

Home learning at Kennett Primary School is promoted as a positive experience for the children and close links are made between learning in school and the needs of each individual.

Home learning allows parents and carers and the school to work in partnership for the benefit of every child.

## Aims

In setting regular home learning activities, we aim to:

- reinforce skills that have been taught and give children the opportunity to practise what they have learnt;
- consolidate and reinforce skills and understanding, particularly in English and mathematics;
- promote independent learning;
- provide staff with opportunities to support and extend individual children;
- provide opportunities for parents and carers and pupils to work together;
- set standards for life so that children are prepared for secondary school and future employment.

We fully appreciate that all children require leisure time and encourage a balance between the consolidation of learning and access to enrichment activities. Home learning will not be set during holiday periods to ensure that children can enjoy family time together.

## Overview

Across each half term, home learning activities will be drawn from the following curriculum areas:

**English:** *reading (fluency and comprehension), personalised spelling, punctuation, grammar, handwriting and editing*

**Mathematics:** *arithmetic, key instant recall facts (KIRFs), reasoning and problem solving*

**Foundation:** *research and extended home learning challenges*

**Early Years Foundation Stage:** *core home learning offer introduced as appropriate to the needs of individual children*

## Our Core Home Learning Offer

The amount of home learning set each week will vary and depends on the age of the child and their individual needs. As a core offer, children will read with a confident reader five times per week, practise their personalised spellings and rehearse the half termly KIRF set by their teacher.

**Reading:** comprehension, fluency and accuracy when reading are crucial. These skills will ensure that children are able to successfully access the demands of the *National Curriculum*, as well as engaging positively with the world around them. At Kennett, we nurture a love of reading in our schools and encourage children to read - with a confident reader - a minimum of five times each and every week.

**Spelling:** early in each term, children's competence when spelling high frequency words - appropriate to their stage of learning - will be assessed. Assessments will be used to create

personalised spelling lists for each child. Children will be set between three and five personalised spellings from their personalised spelling lists each week. Spellings will be assessed on a one-to-one basis. For each word that children spell correctly, a new word from their list will be issued. In addition to weekly assessments, staff will review written outcomes to ensure that focus words are being used correctly.

**Key Instant Recall Facts (KIRFs):** fluency in mathematics is key. At Kennett Primary School, we have introduced half termly KIRFs. Children will spend at least 30 minutes rehearsing these key facts each week. Staff will ensure that KIRFs are shared with families at the beginning of each half term. Times Table Rockstars and Maths Shed are used to ensure that developing a rapid recall is fun.

## **Our Bespoke Home Learning Offer**

As a result of the Covid-19 pandemic, schools have sought creative ways to ensure that children have continued to learn where there has been disruption to their education; Kennett Primary School is no different. We are committed to ensuring that the home learning set is of a high quality and closely responds to the needs of each child. *Class Dojo* will be used as a platform to ensure that families are able to positively engage with their child's learning journey, while providing opportunities for children to make progress through the completion of personalised next steps.

The following are examples of bespoke home learning activities that will be used as appropriate to enhance our core home learning offer:

**Handwriting:** the development of a fluent style of handwriting is key; this ensures that children are able to clearly record ideas at speed. Where children produce written outcomes in school, there is not always the opportunity for these to be used to develop handwriting. Photographs of written outcomes will be shared with families via *Class Dojo*; children will then rewrite the text in their neatest handwriting.

**Editing:** a photograph of a written outcome - or a focus sentence - may be shared with families. Using this stimulus, children will refine and develop the outcome using their existing knowledge. Children might be asked to up level their vocabulary, check their spelling, add additional information using commas to mark clauses, include adverbs to clarify meaning or check the accuracy of their punctuation. Where children are asked to edit a piece of writing, they will not be expected to make improvements that go beyond the areas that they are confident in.

**Arithmetic:** photographs of the learning completed in mathematics may be shared with families via *Class Dojo*. Based on the learning presented in these photographs, children may be asked to make corrections, complete further calculations or write word problems that match the number sentences. In this way, children will be given opportunities for further consolidation and challenge as appropriate. When bespoke mathematics home learning is communicated with families, White Rose video links will be shared; this will ensure that children are able to revisit the learning before completing set tasks.

**Foundation:** each half term, children will choose an activity from a selection of extended home learning challenges. Activities link closely with the learning taking place in our Unity Curriculum and will cater for different learning preferences.

As a result of the bespoke nature of our home learning offer, there will not be a fixed day where home learning is set; tasks respond to the emerging needs of each child. We believe that the quality and relevance of the home learning offered is far more important than the quantity of work set. Families are encouraged to complete home learning as soon as possible after it has been set, so that outcomes may be photographed and shared with class teachers via *Class Dojo*.

## **Inclusion**

We are committed to the provision of home learning opportunities that reflect and respond to the needs of each child. In this way, all children will have access to home learning that addresses gaps in understanding and contributes to strong progress.

## **The responsibilities of teachers**

Class teachers are expected to:

- plan and set a programme of home learning opportunities that are appropriate to the needs of each child;
- ensure all children understand the home learning they have been given;
- evaluate home learning and provide written or verbal feedback when necessary;
- be available to talk to parents or carers and children about home learning;
- ensure that it is clear to families what home learning has been set and when it needs to be submitted.

## **The role of parents and carers in supporting pupils**

Parents and carers will be encouraged to:

- share and discuss their child's home learning – with the class teacher – using Class Dojo as a platform;
- provide a suitable space in which their child can complete their home learning;
- offer support with activities, where appropriate;
- show their child that they value home learning and support the school;
- provide encouragement and praise for completing home learning.

It is anticipated that, up to the end of Year 4, parents and carers will work with and support children when they are completing their home learning. From Year 5 onwards, children will increasingly be expected to access and complete home learning independently. This will help them prepare for the demands of secondary education.

If at any point, home learning is causing distress or tension, parents and carers are asked to stop the activity and discuss the matter with the class teacher at their earliest convenience.

## **Feedback**

Home learning is integral to the teaching and learning sequence at Kennett Primary School. As appropriate, bespoke tasks will be discussed and agreed with children so that the value and relevance of these home learning activities is fully understood. Once agreed, bespoke home learning tasks will be set via *Class Dojo*. Parents and carers are asked to submit photographs of the outcomes of bespoke home learning to their child's class teacher using *Class Dojo*. Teaching staff will acknowledge receipt of submissions and they will either respond with a brief written comment or verbal exchange as appropriate. Misconceptions will be verbally addressed and used to inform future teaching. Core home learning tasks will be assessed within school through: the completion of weekly spelling assessments; the checking of reading records and the regular assessment of KIRFs.

## **Equal opportunities**

All children are provided with equal access to home learning opportunities. At Kennett Primary School, we aim to provide suitable learning opportunities regardless of gender, religion or ethnicity.

## **Generative artificial intelligence (AI)**

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Kennett Primary School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils may use AI tools as a research tool to help them find out about new topics and ideas.

Pupils may not use AI tools:

- During assessments
- To write their homework or class assignments, where AI-generated text is presented as their own work

## **Policy Review**

This policy will normally be reviewed on a 3-year cycle. This review may be brought forward as required by the School to reflect changes in supporting advice/guidance.

Year Group	Guideline amount per week	Our expectations are that on average children will complete the following amounts of home learning.
Early Years	1 hour weekly	<p>Children benefit most from daily reading, reading should be completed a minimum of five times each week - this includes practising any target words.</p> <p>Phonics and maths are also best practised on a daily basis for a few minutes; this may include learning a new sound, counting or an activity based on a sound or number.</p>
Year 1 & 2	1 hour weekly	<p>Children benefit most from daily reading with a confident reader, reading should be completed a minimum of five times per week - this includes practising target sounds or words.</p> <p>Phonics, spellings and KIRFs are best practised on a daily basis for a few minutes.</p> <p>Children will complete bespoke home learning tasks, set as appropriate.</p>
Year 3 & 4	1½ hours weekly	<p>Children should be reading a minimum of five times per week and they are expected to record their reading in their reading logs three times per week.</p> <p>Personalised spellings and multiplication facts are practised every day for between 10 and 15 minutes.</p> <p>Children will complete bespoke home learning tasks, set as appropriate.</p>
Year 5 & 6	2 ½ hours weekly	<p>Children should be reading a minimum of five times per week and they are expected to record their reading in their reading logs three times per week.</p> <p>Personalised spellings and multiplication facts are practised every day for between 10 and 15 minutes.</p> <p>Children will complete bespoke home learning tasks, set as appropriate.</p> <p>Assignments, linked to science, class themes and topics, will be set for completion as and when required.</p>