

# Coit

## Primary School

### Home Learning Policy 2023-2024

J Eagleton September 2023

# Rationale

We wish to use every opportunity to extend the children's development, skills and knowledge and we know that primary school children need time outside school to pursue their own interests, play and rest. So **small amounts of home learning** can be an invaluable if a modest addition to this learning process, provided it is underpinned by a number of important principles.

## What is homework?

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in primary schools tend to be reading or practising spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests.

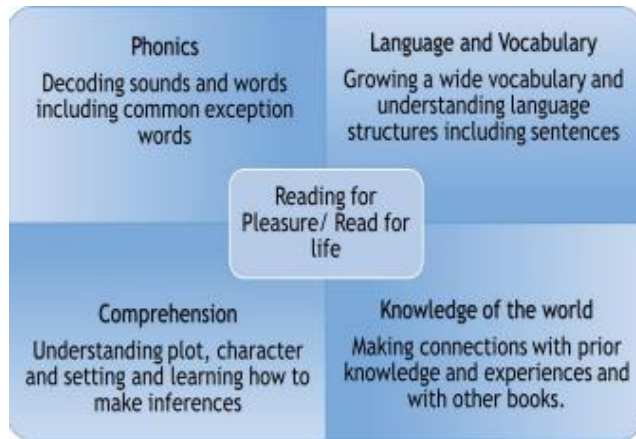
## How to make home learning more effective?

The broader evidence base suggests that short, focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework. Effective homework completion is associated with greater parental involvement and support.

## What is the purpose of Home learning?

### Home learning should...

- gives the opportunity for additional practice/reinforcement in reading, writing, numeracy and other vital skills such as the ability to research information
- be used to extend children's interests
- be an additional tool to challenge and develop children's thinking and to help them achieve more of their potential, whatever their ability
- promote learning as an enjoying and fulfilling activity, wherever it takes place.
- ensure that primary school leavers at Year 6 have had *some* experience of completing extended pieces of work at home and so will be better prepared for the challenges of secondary school education.
- involve the parents in the learning process and promote a circle of collaboration between teacher, parent and child. This is critical to success.



## Home learning in different key stages

### Foundation Stage and Key stage 1

For children in Key Stage 1, short activities of different kinds – simple games, learning spellings and number facts, phonics practice and of course reading together – provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

### Phonics and Early Reading @ Coit Primary School

By progress, we mean pupils knowing more and remembering more.

This approach operates in conjunction with the English Policy. This approach was written in consultation with the staff and will be revisited each year

#### Phonics is...

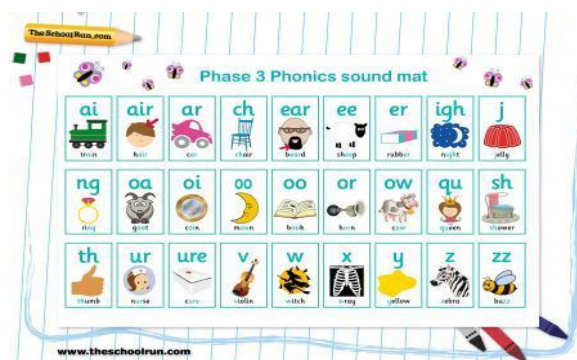
...The code that turns written language into spoken language and vice versa.

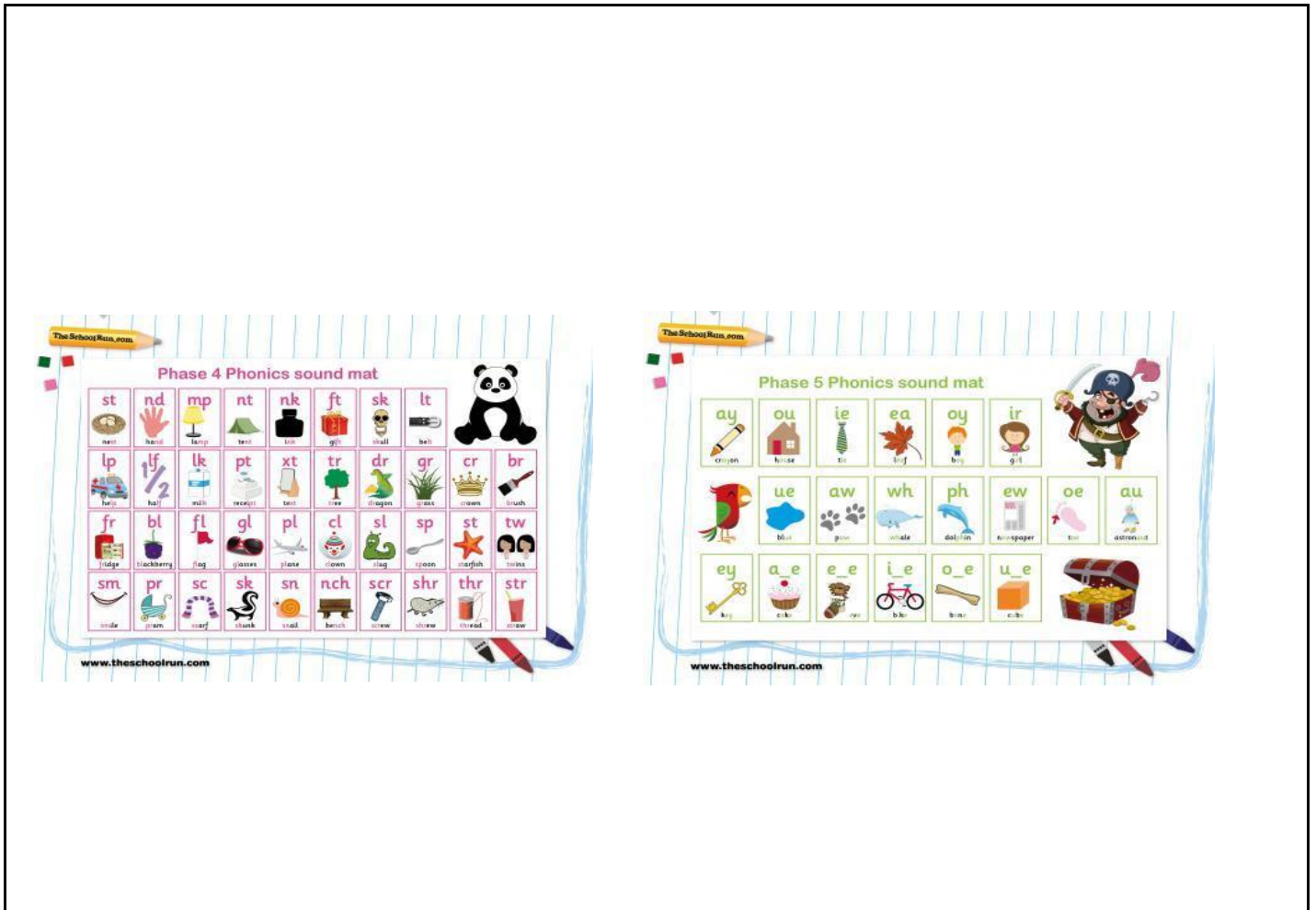
The vital initial step in teaching children to read (but not the whole picture).

The ability to convert a letter or letter group into sounds.

These are then blended together or synthesized into words.

To be every child's 'go to' strategy when they come across an unfamiliar word in reading.





## Key Stage 2

As children get older, home learning provides an opportunity to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually develop the habit of regularly devoting periods of time to study on their own. However parental supervision is needed to supervise and monitor the completion of home learning tasks.



Figure 1.9 Reading Rope (Scarborough, 2001)

## Types of Home Learning

The main focus of home learning at Coit is on English and Maths. Science and other project based home learning tasks are added when the teacher feels it appropriate. .

Home Learning will be given to engage children in using a variety of learning styles. These may include the following.

Games	Spellings
Vocabulary lists and glossaries	Learning Number Bonds/Table facts/Division Facts
Art work	Using scales e.g. kitchen scales/bathroom scales
Research	Reading in preparation for lessons
Making 3D models	Collecting artefacts for school
Drawing/Painting	Interviewing parents/grandparents/brothers and sisters
Using specific websites to complete tasks: Phonics Fun, TT Rock Stars	Visiting places connected to topic work

## Home Learning Timetables

Children, parents and teachers benefit from a regular pattern of home learning and this information for each year group is set out in the tables at the end of this document.

Each teacher will decide upon the pattern that best meets the needs of the children within the class. This information will be communicated to parents through Google Classroom and class blogs.

## Home Learning Times

We recognise that children work at different speeds and that the assignments set may vary from week to week. Below is a basic guideline indicating the amount of time a child of each age group could expect to receive.

- Foundation Stage - approximately thirty minutes a week
- Year 1 and 2 -approximately one hour per week
- Years 3 and 4 - approximately one hour thirty minutes per week
- Years 5 and 6 -approximately two hours per week

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

### **Parents and carers should be encouraged to:**

- provide a reasonably peaceful, suitable place in which pupils can do their home learning either alone or together with an adult
- make it clear to pupils that they value home learning, and support the school in explaining how it can help their learning
- encourage pupils and praise them when they have completed home learning
- sign the home-school diary and home learning book to show that the home learning has been checked and is of an acceptable standard
- Parents and carers of younger children are encouraged, as far as possible, to become actively involved in joint home learning activities with their children. If you need further support in order to help your child please email the class teacher who will be more than willing to help.

### **The role of pupils**

- Please hand/send your home learning in on time
- Please take time to complete your home learning properly
- Check that your home learning is completed before handing/sending in
- Ask a parent/carer to check that the home learning has been completed to a high standard

### **WHERE IS HOMEWORK DONE?**

F2- online platforms or on sheets

Y1-Home learning books, spelling books and online platforms

Y2- spelling booklets and online platforms

Y3- spelling books and online platforms

Y4- spelling books and online platforms

Y5 Reading records and online platforms

Y6-Home learning books, spelling books, reading records and online platforms

## Feedback for pupils, parents or carers and teachers

Teachers will strive to provide appropriate feedback to children following the completion of home learning via email and various online platforms.

## Communicating Home learning to Parents

Teachers will use Google Classroom to communicate with parents about the following week's home learning. Parents can access Google Classroom via the following details-

F2	<a href="mailto:yr@coit.sheffield.sch.uk">yr@coit.sheffield.sch.uk</a>
Y1	Individual logins issued for Google Classroom Parents / pupils can email staff using y1 @ <a href="mailto:coit.sheffield.sch.uk">coit.sheffield.sch.uk</a>
Y2	Individual logins issued for Google classroom Parents/ pupils can email staff using y2@ <a href="mailto:coit.sheffield.sch.uk">coit.sheffield.sch.uk</a>
Y3	Individual logins issued for Google Classroom y3pupil@ <a href="mailto:coit.sheffield.sch.uk">coit.sheffield.sch.uk</a>
Y4	Individual logins issued for Google classroom y4pupil@ <a href="mailto:coit.sheffield.sch.uk">coit.sheffield.sch.uk</a>
Y5	Individual logins issued for Google Classroom Parents / pupils can email staff using y5@coit.sheffield.sch.uk
Y6	Individual logins issued for Google Classroom Parents/pupils can email staff using y6@coit.sheffield.sch.uk

## HOME – SCHOOL READING

We see regular reading at home as critical to children's success. Lower down school children will be sent home with two reading books (phonically decodable and reading for pleasure) on Monday and they are to be returned on Thursday. The books will then go into quarantine ready for the following week. All children are encouraged to appreciate books and enjoy reading; **parental cooperation is vital in this respect**. As local libraries are currently closed their online lending platform can be accessed.

**Here are different genres that your child might explore-**

<b>Fiction</b>	<b>Non-Fiction</b>
Adventure	Reference Books
Mystery	Directions
Horror	Instruction books
Ghost	Games

Classical	Newspapers
Historical	Diary
Poetry	Explanations
Comedy	Journals
Play	Reports
Science Fiction	Atlases
Thrillers	

### **Reading Cues**

When your child is stuck on a word, here are some strategies that they can use to work out the word:

- Look at the pictures
- Skip the word and read to the end of the sentence
- Look at the beginning sounds
- Look for keywords in the sentence
- Look for little words in bigger words
- Try reading the word
- Does it make sense in the sentences?
- Does it sound right?
- Go back and reread the sentence

#### **Questions for meaning cues**

- Did that make sense?
- You said \_\_\_\_\_. What does that mean?
- Have you heard a word like that before?
- What would make sense here?
- What is happening in the story? Does this word make sense in the story?

#### **Questions for syntax cues**

- Did that sound right?
- Can you say it that way?
- Would it be correct to say \_\_\_\_\_?
- Can you think of a better word that fits?
- What word would sound right?

#### **Questions for visual cues**

- Did that look right?



- Do you know a word that looks like that?
- What do you notice about that word?
- Do you notice something familiar about that word?
- Do you see a part of the word you know?

### **Questions for self-corrections**

- Were you right?
- Why did you stop?
- What did you notice?
- What else could you try?
- What else do you know that could help you

### **Questions to ask your child during shared reading sessions**

There are broadly 4 types of questions that can be asked and these are literal, evaluative, deductive and inferential. At Coit Primary, analysis of various comprehension activities have shown that children at KS2 are very good at answering literal questions such as What is the name of the most important character or What happened at the end of the first chapter?

They are however much less confident at answering other types of questions such as deductive, evaluative and inferential questions. These types of questions delve deeper into the understanding a child has about the book. They also require pupils to convey their opinions and feelings about a book and the way it has been written.

### **Deduction**

To deduce is to work something out from the clues-to reach a conclusion based on evidence in the text. What kind of evidence?

Picture clues, descriptions, use of vocabulary and characterisation.

Deduction is about gathering facts to reach an objective conclusion.

- How do you know that character x is wicked?
- What do you learn from the passage about.....?
- Find words or phrases which show why character x behaved in the way he did.
- Put characters in order of importance. Explain the order.

### **Inference**

Inference is the ability to have an opinion by considering facts and information you already have. It is a subjective opinion.

Inference involves empathy and prediction.

- Imagine you are character x how are you feeling?
- What do you think is going to happen next? Why?
- Why does character x behave in this way?

- Why is object x important in the story?
- How did the characters help each other?
- How does the character change in the story?
- How was the atmosphere in the first chapter different to the third chapter?

### Evaluative Questions

To make an evaluation is to make a judgement. In reading, this is based on information in the text the children have read and on their own opinions. To answer evaluative questions it is necessary to look at the text from the point of view of the writer.

- Did you enjoy the story? Why? Why not?
- Which is your favourite character? Why?
- If it is a horror story/mystery story –were you frightened/gripping the edge of the seat-why?
- If persuasive-does it persuade-how /why?
- Why did the writer write the word BANG the way he did?

### Access to online devices

If your child needs access to the internet and needs to borrow a device please let school know we can provide a device for home use

## Homework Timetable 2023-2024

### Year Group Reception

Homework emailed to [yR@coit.sheffield.sch.uk](mailto:yR@coit.sheffield.sch.uk) and is set via Google Classroom

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Day given out</b>				Homework given out on Friday RETURNED WEDNESDAY	
	<i>Reading/keywords (5/10 mins per night)</i>	<i>Reading/keywords (5/10 mins per night)</i>	<i>Reading/keywords (5/10 mins per night)</i>	Weekly homework includes phonics (reading and writing) and maths that has been covered over the week (around 20 minutes work that can be broken down over the week)  <i>Reading/keywords (5/10 mins per night)</i>	<i>Reading/keywords (5/10 mins per night)</i>

## Year 1 Homework Timetable Year Group 1

Homework returned to [y1@coit.sheffield.sch.uk](mailto:y1@coit.sheffield.sch.uk) or via individual Google Classrooms

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Day given out</b>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night )</i>	<i>Reading (10 mins per night ) Key words to practise at home</i>	<i>Reading (10 mins per night)</i>	<i>Reading (10 mins per night)  Spellings given out  Maths</i>
<b>Day due back</b>	<i>1 week later to be returned for Monday→ spelling test</i>				<i>Following Thursday</i>
<b>Homework Book</b>	Homework given out on a Friday and returned on a Thursday				

Topic work given out for the holidays. Handwriting practise at appropriate intervals and through weekly spelling focus pages.

## Y2 Homework

Homework emailed to [y2@coit.sheffield.sch.uk](mailto:y2@coit.sheffield.sch.uk) and is set via Google Classroom

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Day given out</b>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least)  Maths  Reading Comprehension activity</i>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least)  Eng and Maths Task given out</i>
<b>Day due back</b>			<i>To be returned the following Wednesday</i>		

## Homework Timetable Year Group 3

Homework emailed to: [y3@coit.sheffield.sch.uk](mailto:y3@coit.sheffield.sch.uk) and is set via Google Classroom

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Day given out</b>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least)  Maths Tables Practise weekly</i>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least)</i>

			Start Aut 2  <i>Maths Homework/ PAG homework alternate weekly</i>  <i>Using spellings in properly punctuated sentences. Literacy targets also a focus</i>		
<b>Day due back</b>			<i>For the following Monday</i>		
Homework completed on sheets in homework books					

Reading records to be kept and checked in school on Thursdays.

### Homework Timetable Year Group 4

[y4@coit.sheffield.sch.uk](mailto:y4@coit.sheffield.sch.uk)

	Monday	Tuesday	Wednesday	Thursday	Friday
Day given out	Reading (10 mins per night at least)  Times tables (10 mins per day at least)  Spellings	Reading (10 mins per night at least)  Times tables (10 mins per day at least)	Reading (10 mins per night at least)  Times tables (10 mins per day at least)	Reading (10 mins per night at least)  Times tables (10 mins per day at least)	Reading (10 mins per night at least)  Times tables (10 mins per day at least)  Weekly homework Consists of maths and/or English task to supplement in-class learning
Day due back	Reading Record checked every Friday.  Spelling test every Friday.		Homework to be submitted by the following Wednesday.		
Completion	Homework completed in books or submitted electronically via Google Classroom or class email address.				

Home research projects assigned at the beginning of each half-term holiday as an introduction to the upcoming class topic(s).

### Homework Timetable Year Group 5

Returned via Google Classroom or sent to [y5@coit.sheffield.sch.uk](mailto:y5@coit.sheffield.sch.uk)

	Monday	Tuesday	Wednesday	Thursday	Friday
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<b>Day given out</b>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least)</i>	<i>Maths English (which includes spellings)</i>
<b>Day due back</b>					<i>Maths and English ( other curriculum areas) to be returned by Tuesday</i>
<b>Homework Book</b>	Specific children have a homework book if they complete bespoke tasks or have requested one due to printing issues. Otherwise the homework is all done online.				

Reading recorded in Reading Records.

Other homework research projects given at appropriate intervals which might include science

## Home learning Timetable Y6

Home learning set via Google Classroom.

Home learning to be submitted on Google Classroom or to class email address:

y6@coit.sheffield.sch.uk

<b>Day</b>	<b>Monday</b>	<b>Tues</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Day given out	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least)</i>	<i>Reading (10 mins per night at least) -Morning activity revision -Maths: Arithmetic practice -Spelling</i>
Day due in			home learning - submitted on Google Classroom		Following Wednesday

Reading Records to be kept. They are handed in every Friday and checked by staff

## Other Useful Sites to use

<https://ttrockstars.com/>

<https://www.bbc.co.uk/bitesize>

<https://www.phonicsplay.co.uk/>

<https://www.topmarks.co.uk/>

