**Putteridge Primary School**

**Learning at Home Policy 2021**

**Creating the conditions for learning at home**

There are many things that parents can do that will support children's learning in school.

The majority of these actually require little or no input from the school but create fantastic conditions for children's learning to flourish. Ironically, though vitally important, many of the following can sometimes get overlooked and yet are vital;

* Ensuring children get plenty of sleep will ensure that they are physically ready to learn. As an adult, reflect upon when you have taken part in learning / training when you were tired and the adverse effect this had upon you
* Reading with your child – not just hearing them read to you but reading together
* Also, do your children ever see you reading? It is incredible how powerful an influence it is upon children's learning when they see adults around them modelling positive approaches to learning
* The walk to / journey to school is also a fantastic learning opportunity – conversations about the names of streets, colours of vehicles, changing seasons etc. etc. really helps to develop children's vocabulary and stimulate an interest in the world around them
* Playing a range of games helps further develop vocabulary, reasoning and problem solving as well as being fun!

**School generated activities / tasks that support learning at home**

As a school we believe that any work we ask children to conduct at home must have a positive impact upon their learning. Therefore, in formulating this policy, the following were our key criteria;

* Any work conducted at home must link directly with whatever the children are currently learning or going to be learning about
* It must maintain children’s interest and enthusiasm and not create a barrier to future learning
* It must provide real opportunities for children to deepen or extend their learning and not be a token gesture

**Foundation Stage 'learning at home' consists of:**

Parents are encouraged to share their child’s reading book at least 3 times a week. Children are rewarded with a ‘reading award’ sticker if they read with an adult 3 times a week.

Each child is given a sound and word wallet. Each half term, the wallet is updated with the sounds and words that will be taught during the half term. On the weekly note, parents are informed which sounds will be taught the following week so that they can focus on these and play games to practise recognition and recall of each sound.

To support Mathematics at home, we encourage parents to provide any opportunities for counting and recognising numbers. For example, looking at door numbers on the way to school, or counting how many steps to get to bed.

All children in Foundation Stage are given a reading book soon after they start. Parents receive a letter informing them of activities that can be done with their child’s reading book, as the majority of children start school unable to read.

Some of the activities include;

* Talking about the pictures in the story
* Making up their own story using the pictures
* Looking for different sounds or ‘tricky words’
* Look at the initial sound and letter of a word
* Repeating each sentence whilst pointing to individual words.

Maths and literacy activities are put on Google Classroom twice a term for children to access at home. These include activities such as the learning the tricky words and the number bonds song.

**Year 1 and 2 'learning at home' consists of:**

The following activities;

The expectation is for the children to read at least 4 times per week. Children are rewarded for their efforts with each book read building up to earn reading certificates and book bugs.

A learning log task will be given every other week, although there is no expectation for the children to complete this every single week. Children are rewarded with a sticker for taking part and their work is shared with the class to show their effort and creativity is appreciated.

We aim that the learning log will be:

* Open ended
* Child led
* Promoting independence
* Linked to our theme for the term
* Linked to our maths and literacy learning where appropriate
* Supporting pre -learning of specific skills and at times consolidation of previous learning

After October half term, Year 1 bring spellings home each week. This continues into year 2 as well. There is an expectation for children to practice them at least 5 times during the week.

**Year 3 and Year 4 'learning at home' consists of:**

A termly menu of tasks to either consolidate or create enthusiasm for future learning across the main curriculum areas. Children will be allowed choice over the tasks they complete with the proviso that they choose one from each subject area indicated on the menu before having free choice for the remaining weeks.

It may also be used as an opportunity to provide further practice on key curriculum areas and research skills, allowing the children to express their creativity and personality by completing tasks in their own way.

Whilst we encourage the children to use their creativity in any learning at home, we will also expect the children to keep the quality of the presentation of their work high.

We aim that to ensure that these activities are:

* Meaningful
* Attainable at their individual level
* Appropriate to learning
* Promoting independence
* Short, direct tasks
* Linked to the theme for the term

The following are typical examples of ‘learning at home’ tasks / activities in Year 3 & Year4;

* Learning times table facts and completing Mathletics activities
* Hearing your child read 3 or more times in a week with a merit for achieving this
* Practicing spellings for a weekly test
* Researching a specific aspect of the topic e.g. rationing
* Creating models to help support understanding of artefacts
* Creatively applying in school learning with other adults at home e.g. diary of an evacuee

All home learning activities will be placed on the Google Classroom for each class and can be accessed via this platform. In some cases, it will be appropriate to complete them online, others may be more practical.

**Year 5 and 6 'learning at home' consists of:**

A termly menu of tasks to either consolidate or create enthusiasm for future learning across the main curriculum areas. Children will be allowed choice over the tasks they complete.

It may also be used as an opportunity to provide further practice on key curriculum areas and research skills, allowing the children to express their creativity and personality by completing tasks in their own way.

Whilst we encourage the children to use their creativity in any learning at home, we will also expect them to keep the quality of the presentation of their work high.

We aim that all of these activities will be:

* Meaningful
* Differentiated
* Appropriate to learning
* Promoting independence
* Short, direct tasks
* Linked to the theme for the term

The following are typical examples of ‘learning at home’ tasks / activities in Year 5 & Year 6;

* A further challenge following on from areas of difficulty encountered in class
* Hearing your child read 4 or more times in a week and discussing what has been read / asking questions about the text with a merit for achieving this
* Extension tasks to develop learning, including Maths and Literacy based tasks
* Teaching other members of your family something you have learned
* Researching an area related to the topic
* Creating models, with greater skill, to help support understanding of the topic and key concepts

All home learning activities will be placed on the Google Classroom for each class and can be accessed via this platform. In some cases, it will be appropriate to complete them online, others may be more practical.

Parents in all Key Stage 2 year groups will usually be informed of any tasks / activities that fall under the ‘Learning at home’ title via Google Classroom and the weekly note, although children may also, as part of the task, have to inform parents themselves.