STANNINGTON INFANT SCHOOL



Policy for Family and Home Learning

Agreed by Governors June 2018

Next Review June 2020



Stannington Infant School Policy for Family and Home Learning

Stannington Infant School Vision:

- **○** To encourage a caring and positive attitude amongst the children towards all others and their environment.
- To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- To provide an inclusive, safe, secure, healthy and happy environment.

Rationale

At Stannington Infant School we recognise the fact that parents are the children's 'first educators' and we acknowledge the vital role that parents and families play in a child's learning. Learning at home is an essential part of good education.

Aims

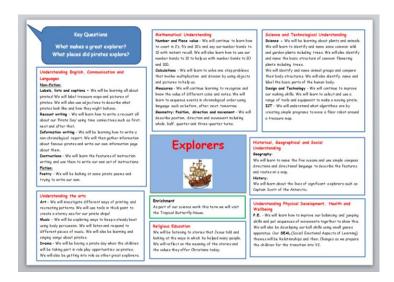
- 1. To enable pupils to be confident independent learners
- 2. To encourage a positive attitude towards and develop the habit of lifelong learning
- 3. To provide parents and families the opportunity to share in their child's learning, working in partnership and enjoying learning experiences
- 4. To give children the chance to consolidate and extend their learning

Structure

DfCFS suggested time allocation for homework gives the following guidance for Key stage1 as a total of 1 hour per week.

A curriculum planner for each theme which outlines the learning that will take place in each area of the curriculum is sent home at start of each theme. This allows families to support the learning that is taking place in school for example if the theme is Rainforests you may wish to use the internet to locate rainforests or watch a CBBC programme. If 'Toys' is the theme parents may want to share with children the toys they played with.

Example curriculum planner.



Following consultation with parents and carer's weekly home learning is sent in KS1. This covers spelling, maths and reading.

Children will be given between 5 and 10 spellings to practise and learn each week. These are graded as 'Mild' and 'Spicy'. All children are asked to learn Mild spellings and try Spicy if possible. There is then the added challenge of using the words in a sentence. As part of morning work children will also be given practise time. On Friday the children will be tested on the spellings.

Year 2 Spellings

Week commencing: 19th November 2018

Mild

Months of the Year

April May June July August

Spicy

Words where the "I sound is spelt -el at the end of the word. This is usually following m.n,v,w,r,g and s.

camel tunnel towel tinsel squirrel

Hot

Can you put these words into a sentence?
You can choose the mild or the spicy words.

The camel travelled through the night.

1 love tinsel!

Maths home learning will include learning maths facts, for example pairs of numbers that total 10 or multiples of 5. There may also be practical tasks for example learning to measure or finding shapes. As part of morning work children will also be given practise time.

Year 1 Maths Challenge Week commencing: 12^{th} November 2018 Mild Can you find the missing part? Spicy Can you find the missing part? 20 13 19 15 7 5 Hot Can you write them as number sentences? 10-6=20-19=

In Foundation stage children are given weekly activities to complete that are linked to the learning for example:-

the story of The Gingerbread Man. Please could you talk with your child about the story and the different characters that the Gingerbread man meets? Please can you then make your own Gingerbread Man? You could bake it, paint it, collage it or draw it. This week we have been looking at numbers up to 5. We would love for you to explore	different places that you like to read at home. Please could your grown up take 5 photographs of the different places where you enjoy reading? We would like to display your photos in our book area and use them as a stimulus for writing. This week we have been learning all about the story of the Three Little Pigs. Please	Please can you talk with your child about the different celebrations you experience as a family? Please can you draw pictures or stick in photographs of these celebrations. For example: Christmas, Easter, Birthdays, Diwali, Hanukah, and Thanksgiving. You may also like too scribe some of the comments that your child makes. We have been learning how to catch a ball in school. When we catch a ball we
what numbers you see in your home environment. Please could you search for different numbers and take photographs or draw pictures of what numbers you can see? e.g numbers on a clock, door numbers.	could you work with your child to design and build a house from the story of the Three Little Pigs? Please bring your house into school by Tuesday 6th February as we will be using them to retell the story.	need to watch the ball, get our hands ready and then hold the ball tightly in our hands. This is what makes good catchers. Please can you help your child to practise throwing and catching at home? We would love to see photographs of your child throwing and catching different objects. Challenge: How far can your child throw a ball?

Families can attach photographs, draw pictures, make notes etc

Work is completed in purple Home Learning books. Guidance is given to parents. Eg of letter to parents





We expect parents and carers to listen to children read at least three times a week. These sessions should be recorded in the home-school reading diary. Each class will inform parents which day of the week to return reading diaries.

In addition whole school challenges and projects are sent home

- I Love Reading project in KS1
- Book at Bedtime (whole school)
- Focus week activities as appropriate e.g. science week activities
- Holiday challenges linked to themes (sent out week before the end of the half term) Purplemash will be used as part of these challenges.

The Programme

School role

Acknowledge the importance of all learning that takes place outside school; including at clubs (Beavers, Rainbows etc) sporting activities, visits and days out. Direct and support families in finding appropriate out of school opportunities, especially for those children with specific talents

Teachers' / Teaching Assistants role

Ensure the homework is achievable, stimulating and fun Ensure the home learning is well integrated into the ongoing class work Ensure that any tasks are well planned and structured to support progression and learning Ensure home learning activities match the needs of the children Ensure children who are receiving additional work from an intervention do not receive too much homework

Role of parents and carers

Provide a reasonably peaceful place in which their child can do their home learning Making it clear that they value home learning Encouraging and praising their child Sharing the home learning with their child Communicate with school regarding any home learning

Evaluation and review

Feedback for pupils, parents or carers and teachers

It is important for children to receive feedback as quickly as possible. This will be done in a number of ways

- immediately by parents or carers
- verbal or written comments from the teacher
- discussion in class where the home learning is part of the class work;
- sharing their achievements with other children; for example showing a certificate to other class members or performing a skill in assembly e.g. playing an instrument

Teachers are interested to know how children carried out activities.

The reading record book can be used for parents to add comments about any home learning e.g. if their child found it interesting, if it was too hard or too easy etc Also the maths target sheets provide an opportunity to record feedback

As with all school activity, parents are invited to discuss any queries with their child's class teacher

Reviewed June 2018