

STANNINGTON INFANT SCHOOL



Policy for Family and Home Learning

Agreed by Governors September 2019

Next Review September 2020



Stannington Infant School Policy for Family and Home Learning

Stannington Infant School Vision:

- ➊ To encourage a caring and positive attitude amongst the children towards all others and their environment.
- ➋ To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- ➌ 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.

<p>Key Questions</p> <p>What makes a great explorer? What places did pirates explore?</p> <p>Understanding English, Communication and Languages</p> <p>Non-fiction: Labels, lists and captions - We will be learning all about pirates! We will label treasure maps and pictures of pirates. We will also use adjectives to describe what pirates look like and how they might behave. Recount writing - We will learn how to write a recount all about our 'Pirate Day' using time connectives such as first, next and after that. Information writing - We will be learning how to write a non-chronological report. We will then gather information about famous pirates and write our own information page about them. Instructions - We will learn the features of instruction writing and use them to write our own set of instructions. Fiction: Poetry - We will be looking at some pirate poems and trying to write our own.</p> <p>Understanding the arts</p> <p>Art - We will investigate different ways of printing and recreating patterns. We will use tools in thick paint to create a stormy sea for our pirate ship! Music - We will be exploring ways to keep a steady beat using body percussion. We will listen and respond to different pieces of music. We will also be learning and singing songs about pirates. Drama - We will be having a pirate day when the children will be taking part in role play opportunities as pirates. We will also be getting into role as other great explorers.</p>	<p>Mathematical Understanding</p> <p>Number and Place value - We will continue to learn how to count in 2's, 5's and 10's and say our number bonds to 10 with instant recall. We will also learn how to use our number bonds to 10 to help us with number bonds to 20 and 100. Calculations - We will learn to solve one step problems that involve multiplication and division by using objects and pictures to help us. Measures - We will continue learning to recognise and know the value of different coins and notes. We will learn to sequence events in chronological order using language such as before, after, next, tomorrow. Geometry: Position, direction and movement - We will describe position, direction and movement including whole, half, quarter and three-quarter turns.</p>	<p>Science and Technological Understanding</p> <p>Science - We will be learning about plants and animals. We will learn to identify and name some common wild and garden plants including trees. We will also identify and name the basic structure of common flowering plants including trees. We will identify and name animal groups and compare their body structures. We will also identify, name and label the basic parts of the human body. Design and Technology - We will continue to improve our making skills. We will learn to select and use a range of tools and equipment to make a moving pirate. ICT - We will understand what algorithms are by creating simple programs to move a floor robot around a treasure map.</p>
	<p>Explorers</p>  <p>Historical, Geographical and Social Understanding</p> <p>Geography We will learn to name the five oceans and use simple compass directions and directional language to describe the features and routes on a map. History We will learn about the lives of significant explorers such as Captain Scott of the Antarctic.</p>	<p>Enrichment</p> <p>As part of our science work this term we will visit the Tropical Butterfly House.</p> <p>Religious Education</p> <p>We will be listening to stories that Jesus told and looking at the ways in which he helped many people. We will reflect on the meaning of the stories and the values they offer Christians today.</p> <p>Understanding Physical Development, Health and Wellbeing</p> <p>P.E. - We will learn how to improve our balancing and jumping skills and put sequences of movements together to show this. We will also be developing our ball skills using small games apparatus. Our SEL (Social Emotional Aspects of Learning) themes will be Relationships and then Changes as we prepare the children for the transition into Y2.</p>

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

<p>Mild</p> <p>Months of the Year</p> <p>April May June July August</p> 
<p>Spicy</p> <p>Words where the 'l' sound is spelt -el at the end of the word. This is usually following m,n,v,w,r,g and s.</p> 
<p>camel tunnel towel tinsel squirrel</p>
<p>Hot</p> <p>Can you put these words into a sentence? You can choose the mild or the spicy words.</p> 
<p>The camel travelled through the night. I love tinsel!</p>

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: 12th November 2018

Mild					
Can you find the missing part?					
10		9		7	
6		3		5	
Spicy					
Can you find the missing part?					
20		13		15	
19		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:-

<p>This week we have been learning all about 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.</p>	<p>We would like to find out about the 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.</p>	<p>We are learning all about celebrations. 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 to scribe some of the comments that your child makes.</p>
<p>This week we have been looking at numbers up to 5. We would love for you to explore 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.</p>	<p>This week we have been learning all about the story of the Three Little Pigs. Please 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.</p>	<p>We have been learning how to catch a ball in school. When we catch a ball we 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? How far can they roll a ball?</p>

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



Friday 22nd September

Home Learning

Dear Parents and Carers

Your child is bringing home a purple home learning book tonight. Please can these be used to practise the weekly spellings and maths facts that are emailed / sent home each Friday.

A useful way to learn spellings is a 'look, cover, write, check' method. Give your child time to look at the word to be learnt, you can point out the number of letters in the word and ask them to identify any spelling patterns, then cover up the word whilst they practise writing it, finally support them to check if they have spelt the word correctly.

Please can no more than one side of a page be used for each week's practise, this should be plenty.

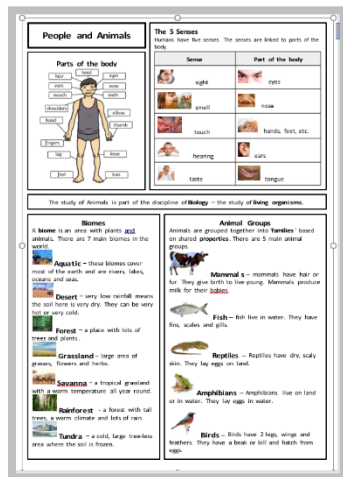
If home learning books can be returned to school on a Thursday, the teachers will have chance to look through the work before the children bring them home again on Friday.

School practise will be done in the orange morning work books.

Thank you for supporting your child's learning at home.



We also send home **Knowledge Builders** which aim to give you the key facts and vocabulary your child will be learning as part of a theme. We hope that this will enable you to support this learning at home through discussion.



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