



Thomas's ACADEMY HOME LEARNING POLICY

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AIMS

At Thomas's Academy we aim to create an approach to home learning that enables children to reinforce their classroom learning at home and give parents and carers the opportunity to help their child to make improved progress in their learning. In doing this we also strive to ensure that home learning does not place onerous demands on children and their parents and we recognise that children should be able to take part in other after school activities in order to develop fully in their own areas of interest.

GUIDELINES

There are currently no statutory requirements for the amount of home learning that should be set in primary schools, leaving us free to decide on what is appropriate for our pupils, based on current research on the benefits of home learning. We would suggest that families are not spending too long completing tasks and creating anxiety around completing home learning.

HOME LEARNING STRUCTURE

Early Years - Children in Nursery and Reception are expected to have regular experience of sharing and enjoying books with family members, practical maths activities in the home, and developing their language skills through talking about practical experiences they have had. Teachers in Early Years meet with parents to suggest relevant learning activities for their children and communicate activities to be completed at home via Tapestry.

Children in Reception are expected to read their home reader at least 5 times a week, with adult support. It is expected that an adult writes a short comment on how their child reads.

Home Learning is then informally introduced in Year 1 in the Autumn term and expectations increase as the year develops.

KS1-2

Daily: Children in Years 1-6 are expected to read their home reader five times a week and have an adult write a short comment and sign each time. Children in Y3-6 may write comments themselves into their Reading Record. Incentives are given for all children for reading at home, these include: stickers, stamps, verbal praise, local visits to parks/sports club.

Weekly: Weekly home learning will be set on Fridays. Children will receive their home learning via a sticker with instructions in their Reading Records.

Y1-2: Each Friday, children in Years 1 and 2 will be set:

- Maths Shed online assignment (alternate weeks for Y1)
- Spelling/ Phonics Shed online assignment (alternate weeks for Year 1)- (to be quizzed later in the week)

Y3-6: Each Friday, children in Years 3-6 will be set:

- Times Tables Rockstars (TTRS) assignment/ Maths Shed Assignment
- Spelling Shed online assignment - (to be quizzed later in the week)

If parents/carers would like to provide their child with further home learning opportunities we will recommend resources such as:

- [CGP books](#)
- [WRM 1 minute Maths](#)
- [BBC Maths games](#)
- [BBC Crystal Explorers- SPAG](#)

HOME LEARNING CONTENT

Will regularly be a task relating to a topic being studied in class, as we think it's an opportunity for parents/ carers to get a better insight into what the children are learning about across the curriculum.

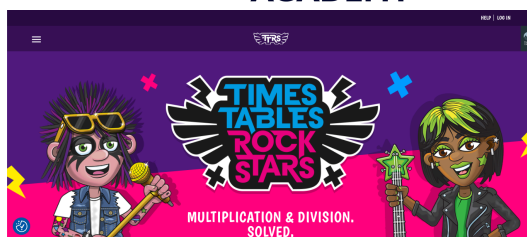
Spelling tasks are linked to the [National Curriculum expectations](#) for each year group. We use **Spelling Shed** to generate a list of words regarding one spelling rule which are learned through interactive games over the week, until each word is memorised and the rule understood. At the end of the week, children will be quizzed on the word list in class.



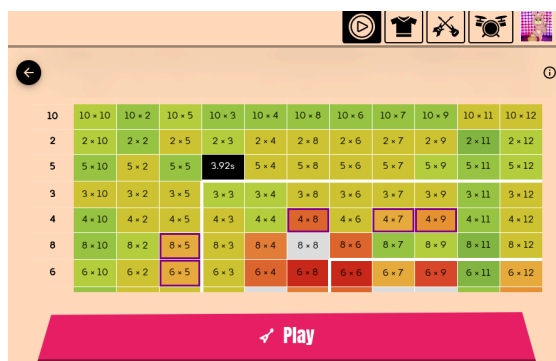
Maths tasks will regularly be based on the multiplication and division tables. Learning multiplication facts is a vital part of any child's mathematical development. Once rapid recall of multiplication facts becomes possible, a whole host of mathematical activities will seem easier. Children need to be able to recall multiplication facts in any order and also to derive associated division facts. The expectations for each year group (from National Curriculum 2014) are set out below:

Year 1	Count in multiples of 2, 5 and 10.
Year 2	Count in steps of 2, 3 and 5 from 0. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.
Year 3	Count from 0 in multiples of 4, 8, 50 and 100. Recall and use multiplication and division facts for the 3, 4, and 8 multiplication.
Year 4	Count in multiples of 6, 7, 9, 25 and 1000. Recall and use multiplication and division facts up to 12×12 .
Year 5 and 6	Consolidating all tables up to 12×12 and applying these to all areas of maths
By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.	

We use the **Times Tables Rockstars** software for learning and embedding tables knowledge for Y3-6 children.

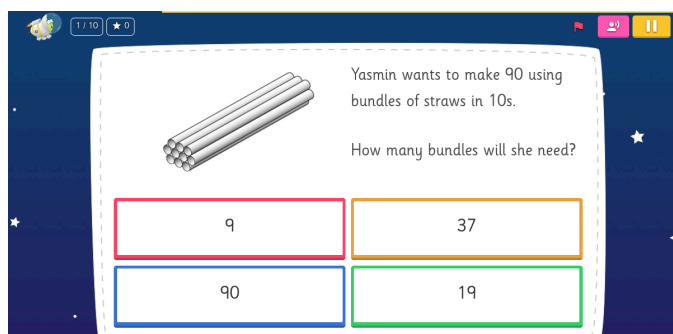


Times Tables Rockstars homework consists of two main parts. All children are set up on the TTRS 'Automatic Training Mode'. This mode helps children progress gradually, starting with the simplest tables and moving them on when they are able to complete sets of questions at set speeds – get better and get faster and they will progress more quickly. It does take several games to start moving onwards and upwards – accuracy and speed are key! These games are played in the 'Garage' section of the TTRS website. Teachers can see how much children have played, and crucially their levels and performance in specific times tables, so that they can intervene where appropriate. Children can clearly see themselves progressing up the levels, and the levels do become progressively harder. The intention is to embed and to make secure, so there is inevitably lots of repetition.



The second set of activities involve teachers setting 'sessions' (which are recordable and measurable) as homework. These are generally played in the 'Studio' and may involve mixed times tables up to 12×12 . Children can also play in the 'Garage' and 'Arena' sections. When playing in 'Garage' and 'Arena' games, the TTRS data-informed algorithm issues each pupil with questions that are just right for them, every time. This will optimise every practice session and accelerate their progress to becoming a Rock Star! If children have 'completed their heatmap' up to 12×12 (i.e. it's all green) then they will be extended to practise the 13 to 19s or apply previous knowledge to the 20s, 30s, 40s, 50s, decimal numbers etc. In addition to the activities outlined above, children can always play to enhance their Rock Status, build their earnings and develop their character, and compete against their friends.

Maths Shed Assignments are to compliment learning that is being covered in Maths lessons. These will often consist of a quiz of 10 questions that will be marked instantly



READING RECORDS

All pupils have a Reading Record where all home reading is recorded. Reading Records, along with reading books must be brought into school daily, to facilitate writing and any extra reading that takes place.

Reception/ KS1 – comments to be made by an adult

KS2 – comments to be made by the child/adult

Pupils are expected to record at least 5 times a week. This will be checked by staff during the week. Staff will listen to a child's reading once a fortnight and will comment and stamp in each child's reading record.



If a child continues to not record their reading, the class teacher will contact parents/carers.

HOLIDAYS

Three times a year during half term holidays, we set up home learning that encourages parents/ carers to be involved in creative projects to better prepare their child for the forthcoming topic. These will be shared with children 2 weeks prior to the holiday, in case families would prefer to complete the home learning early. Children are often able to choose how they present their home learning. This may be:

- Learning a poem, related to their new topic
- Attending a place of interest, linked to the topic and presenting on this
- Presenting their knowledge in the form of: a diagram, poster, digital presentation, quiz, writing a booklet

ADDITIONAL HOME LEARNING GUIDELINES

Writer of the Month' is an ongoing, optional writing task for all children. At the end of each month, entries will be collected from the library post box and the most impressive pieces will then go on display in the school library. It can be any type of writing, from a poem to a short story to a non-fiction piece.

In addition to this, teachers may give out more personalised home learning to support children with their specific targets and gaps in learning. This additional home learning should be brief and highly focused. In the lead up to Year 6 SATs, staff will often give the class a pack of practice questions to help them prepare, in addition to the usual set home learning.

If children repeatedly do not complete their home learning, then teachers will arrange a meeting with parents or carers to discuss the matter.

CHILDREN WITH SEND AND VULNERABLE CHILDREN

We are mindful of how home learning can cause high anxiety and stress in households. Therefore, reasonable adjustments will be made to support children with recognised special educational needs and those who are vulnerable. In this way, we hope to promote success and learning for all.

MARKING HOME LEARNING

Home learning will be acknowledged by staff before the following week's home learning is issued.

EQUAL OPPORTUNITIES

All children are provided with equal access to home learning. We provide suitable home learning opportunities regardless of gender, disability, ethnicity and socioeconomic background.

Date	Person responsible
Homework Policy written on 20 th May 2016	C James
Revision: May 2017	C James
Revision: 23 rd July 2020	C James. Renamed policy to Home Learning Policy. Adaptations were necessary for children's return to school post -Lockdown 2020.
Revision due: July 2021	Still in review due to COVID
Revision due: May 2022	C James and class teachers (3/5/22)
Revision: September 2024	SLT (10/9/24)
Next review: September 2025	