

# **St Augustine's Catholic Primary School**

**Be the Best You Can Be**



## **Home Learning working with Parents in Partnership Policy**

**September 2022- September 2024**

# St Augustine's Home Learning Policy

This Policy should be read in conjunction with the Equal Opportunities Policy and Procedure (2020). The school policy for Home Learning was developed and agreed by the whole staff and has the full agreement of the Governing Body. The policy was approved and ratified by the Governing Body during the Autumn Term 2022 and is regularly reviewed.

## **Intent:**

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use Home Learning as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- To practise or consolidate basic skills and knowledge, especially in Maths and English.
- To prepare Year 6 pupils for the transfer to secondary school.

## **Implementation:**

### **Role of the Head teacher and Governing Body**

- To check compliance of the policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.

### **Role of the Class Teacher**

- To provide an explanation of Home Learning tasks to children.
- To set up regular Home Learning in an easily followed routine.
- To ensure that Home Learning is set consistently across the school.
- To set Home Learning that takes equal and racial opportunities into account.
- To ensure any Home Learning is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete Home Learning tasks.
- To mark Home Learning appropriately, when necessary and give feedback to pupils.
- To ensure that all tasks set are appropriate to the ability of the child, and adapt any task set so that all children can contribute in a positive way.

### **Role of Parents/Carers and child**

- To support the school by ensuring that their child completes the Home Learning, as agreed in the Home School Agreement. See Appendix A.
- To provide a suitable place for their child to carry out their Home Learning.
- To encourage and praise their child when they have completed their Home Learning.
- To become actively involved and support their child with Home Learning activities.
- To make it clear that they value Home Learning and they support the school by explaining how it can help learning.

### **Home Learning Tasks:**

Tasks set will vary in their nature, and will not necessarily be of a formal pencil and paper style. We will be setting Home Learning tasks on online platforms such as Google Classrooms, TT Rockstars, Oxford Owl and IXL.

The table below shows the Home Learning set for each year group:

|   | Phonics | Reading   | Spelling                | X tables | Maths IXL         | English IXL       | Homework Grid Compulsory      |
|---|---------|-----------|-------------------------|----------|-------------------|-------------------|-------------------------------|
| R | Weekly  | 5x a week |                         |          | Weekly Optional   | Weekly Optional   | Submitted throughout the term |
| 1 | Weekly  | 5x a week | Weekly from summer term |          | Weekly Optional   | Weekly Optional   |                               |
| 2 |         | 5x a week | Weekly                  | Weekly   | Weekly Optional   | Weekly Optional   |                               |
| 3 |         | 5x a week | Weekly                  | Weekly   | Weekly Optional   | Weekly Optional   |                               |
| 4 |         | 5x a week | Weekly                  | Weekly   | Weekly Optional   | Weekly Optional   |                               |
| 5 |         | 5x a week | Weekly                  |          | Weekly Compulsory | Weekly Optional   |                               |
| 6 |         | 5x a week | Weekly                  |          | Weekly Compulsory | Weekly Compulsory |                               |

Home Learning will be communicated to children and parents each Friday via Google Classrooms. Here the children can access what they have to do and when it needs to be submitted. In addition, spellings will be sent home in a book each Friday to support practise.

#### **Homework Grids:**

At the beginning of each new topic, your child will be given a 'Homework Grid' to undertake. This will involve fun creative tasks that prepare them and extend learning for their current topic. These can be found on the school website in each year group's home page and also on your child's Google Classroom page in the 'Classwork' section under the heading 'Homework Grids. Please see Appendix B for example.

#### **Knowledge Organisers:**

To further support children and parents with the Home Learning, class teachers create a Knowledge Organiser. These outline the curriculum content that the children will be taught and can be found on the school website in each year group's home page and also on your child's Google Classroom page in the 'Classwork' section under the heading 'Knowledge Organisers'. Please see Appendix C for example.

#### **Home Learning during period of absence:**

If the school feels that particular circumstances (e.g. medical absence from school) warrant additional Home Learning this should be discussed with the class teacher. Additional Home Learning will not be set simply because a child is being taken out of school for a family holiday.

#### **Impact:**

##### **Home Learning will...**

- ensure children make maximum progress in their academic and social development;
- develop the skills of an independent learner;
- promote our 'Parents in Partnership' ethos, in supporting each child's learning;
- consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- help children develop good work habits for the future.

The impact of our Home Learning policy is that children are further supported to embed curriculum knowledge to their long term memory. This is evidenced through pupil voice, assessment of impact questions and the use of internal assessment tracking. It is the responsibility of the children, parents, staff, Headteacher and our Governing Body to agree and then monitor the school Home Learning Policy.

Through our school Mission Statement, "Lead us Lord, to act justly, to love tenderly and to walk humbly", and our school motto, "Be the best you can be" our children develop their talents and skills to become confident life-long learners and good citizens.

## Appendix A – Home School Agreement Letter

### ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL



#### Home School Agreement



#### My School will:

- Create a caring and secure environment in which staff and I can come to know and love God and respect each other.
- Provide a broad and balanced curriculum and meet the individual needs of all of us.
- Develop my talents and skills to become a confident life-long learner and a good citizen.
- Aim to achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Encourage us to take care of one another and their surroundings.
- Care for my safety and happiness.
- Ensure that my family and I become valued partners in my learning journey and the school community.

Headteacher's signature \_\_\_\_\_

#### My family will:

- Make sure I arrive at school in time for registration at 08.55 a.m. and I am collected promptly at 3.15 p.m. apart from club arrangements.
- Ensure I attend school regularly and provide a note of explanation if I am absent by 9.30am on day of absence.
- Make the school aware of any concerns or problems that may affect my work or behaviour
- Support the school's policy and guidelines for behaviour
- Support me in homework activities
- Attend parent consultations to discuss my progress, or if requested by my teacher or head teacher
- When possible attend Family Masses/Assemblies or other Celebrations

Parent/Carer's signature \_\_\_\_\_

#### I will:

Always follow our Gospel Values...

- Humility - seeing life as gift
- Compassion - empathy
- Kindness - working for a fairer world
- Forgiveness - reconciliation
- Integrity - do what you say
- Peace - committed to peace-making, non-violence
- Courage - standing up for the truth
- Justice - working for a fairer world

I will follow our School Mission Statement, "Lead us Lord, to act justly, to love tenderly and to walk humbly" and strive to, "be the best I can be"

I will follow Pope Francis' message, 'Laudato Si', to help make the world a better place.

Child's signature

## Appendix B – Homework Grid example

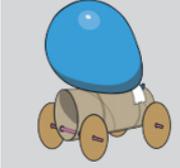


### Year 2 - It's a Toy Story!



Here are some fun activities for you to take part in with your family. This can be sent into school via Google Classroom or can be brought into school each Friday morning. The expectation is that all children complete at least one task from each column.

We will be sharing any learning together each Friday morning and we will be creating a display outside our classroom that will showcase all of your hard work.

| History / Literacy   | Science  | Art/DT   | Physical / PSHE  |         |  |       |  |      |  |       |  |        |  |   |   |
|--|--|--|--|---------|--|-------|--|------|--|-------|--|--------|--|---|---|
| <p><u>Visit the Teddy Bear Museum in Dorchester</u></p> <p>How have the toys changed?<br/>Would you like to play with them now?<br/>What are similar/different about the toys you saw and your own toys?</p>    | <p><u>What are your toys made from?</u><br/>Create a table like the one below.<br/>Look around at your toys and decide what material they are made from. Can you find at least 2 toys made from each material?<br/>You can draw them and then label them!</p> <table border="1"> <thead> <tr> <th></th> <th>Toys</th> </tr> </thead> <tbody> <tr> <td>Plastic</td> <td></td> </tr> <tr> <td>Metal</td> <td></td> </tr> <tr> <td>Wood</td> <td></td> </tr> <tr> <td>Paper</td> <td></td> </tr> <tr> <td>Fabric</td> <td></td> </tr> </tbody> </table> |  | Toys   | Plastic |  | Metal |  | Wood |  | Paper |  | Fabric |  | <p><u>Make a moving puppet</u></p> <p>Your puppet can be made out of anything you would like! You could use paper, card, felt.<br/>How can you make it move?</p>  | <p><u>Play a board game as a family</u></p> <p>Practise taking turns, sharing, winning and losing</p>  |
|  | Toys   |  |  |         |  |       |  |      |  |       |  |        |  |   |   |
| Plastic  |  |  |  |         |  |       |  |      |  |       |  |        |  |   |   |
| Metal  |  |  |  |         |  |       |  |      |  |       |  |        |  |   |   |
| Wood   |  |  |  |         |  |       |  |      |  |       |  |        |  |   |   |
| Paper  |  |  |  |         |  |       |  |      |  |       |  |        |  |   |   |
| Fabric   |  |  |  |         |  |       |  |      |  |       |  |        |  |   |   |
| <p><u>Listen to the story Harry and his Bucket Full of Dinosaurs</u><br/><a href="https://www.youtube.com/watch?v=1v4-ira3V2s">https://www.youtube.com/watch?v=1v4-ira3V2s</a></p> <p>If you had a bucket of your favourite toys - what would they be? What adventure would you go on?</p> <p>Write an exciting story about you and your bucket full of .....</p> <p><u>Victorian Toys</u></p> <p>Research toys from the Victorian days -create a poster all about toys from the past?</p> <p>Don't forget headings, sub headings and a diagram!</p> | <p><u>Make a moving toy car</u></p>  <p>Find the instructions below!</p>  | <p><u>Design your own Pokemon!</u></p>  <p>Design and draw your very own <u>Pokemon!</u><br/>What would it look like?<br/>What special powers would it have?<br/>What would its weakness' be?</p> | <p><u>Play a team game!</u></p> <p>Go to the park, and enjoy a game of football, <u>rounders</u>, <u>cricket</u> or throw a <u>frisbee!</u></p> <p>Have fun!</p>   |         |  |       |  |      |  |       |  |        |  |   |   |
|  |  | <p><u>Make your own Robot!</u></p> <p>Make a robot using junk modelling equipment</p>   | <p>Minecraft Yoga!</p> <p><a href="https://www.youtube.com/watch?v=02E14685dHg">https://www.youtube.com/watch?v=02E14685dHg</a></p>  |         |  |       |  |      |  |       |  |        |  |   |   |

# Appendix C – Knowledge Organiser example

## St Augustine's Catholic Primary School

### Science Knowledge Organiser

|  |        |  |   |
|--|--------|--|---|
| Science Focus  | Plants | Year 1   | Autumn 1 2022   |
| <b>Prior Knowledge:</b><br>In Reception, children learnt to recognise differences between two seasons: spring and winter and to name all four seasons. |        | <b>Vocabulary</b>  |   |
|  |        | Names of:<br>wild plants, garden plants, flowering plants, trees, leaf, flower, blossom, fruit | branch<br>stem<br>bark<br>stalk<br>bulbs<br>water<br>root<br>bulb<br>crown<br>light<br>growth<br>healthy<br>shoot<br>seedling<br>seed<br>petal<br>trunk |

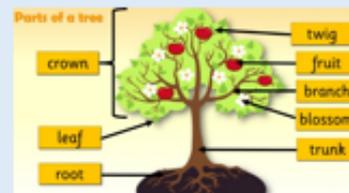
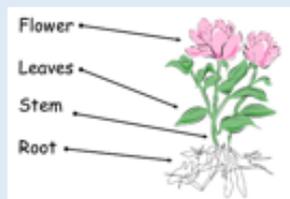
#### Knowledge to be taught this term:

- A plant is a living thing that usually grows in one place
- A plant needs certain things to help it grow - sun, air, water and soil

|  |  |  |
|--|--|--|
| <b>A plant</b><br><br>A living thing that usually grows from the ground. | <b>Garden Plant</b><br>A flower grown especially in a garden.<br>Some common garden plants to be able to recognise and name:<br>Rose<br>Daffodil<br>Sunflower<br>Tulip | <b>Wild Plant</b><br>A wild plant will grow by itself. It does not need to be cared for.<br>Some common wild plants to be able to recognise and name:<br>Daisy<br>Dandelion<br>Buttercup |
|--|--|--|



- Trees are a type of plant that have a tall stem made of wood
- The basic parts of a plant are leaves, flowers, roots, stem/trunk/branch



- Coniferous plants keep their leaves all year round
- Deciduous plants lose their leaves in winter

