



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

**Be the Best You Can Be**

## **Home Learning working with Parents in Partnership (PIP) Policy**

**September 2020- September 2022**

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 2021 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 Purple Mash, TT Rockstars, Tapestry and IXL.

- Reception: Reading with an adult at least 5 times a week, key words, Phonics task and a Maths activity.
- Year 1: Reading with an adult at least 5 times a week, spellings/ phonics task plus a Maths activity on IXL
- Year 2: Reading with an adult at least 5 times a week, spellings plus an English and Maths activity on IXL
- Year 3 - 6: Reading with an adult at least 3 times a week, spellings, times tables, English and Maths tasks on IXL

In addition to this, every child will be given the school's 'Thought of the Week' to support the RE teaching from the week.

Home Learning tasks will be uploaded on to the school website on the Parent in Partnership letter (PIP) every Friday for parents and children to access. Please see Appendix B for example.

**Home Learning Projects:**

At the beginning of each new topic, your child will be given a 'Topic Project' 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. 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.

It is the responsibility of the children, parents, staff, Headteacher and our Governing Body to agree and then monitor the school Home Learning Policy.

Our Home Learning Policy is reviewed annually.

## 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 - Parents in Partnership example (PIP)



# Parents in Partnership

Year 2  
Topic Newsletter 22.11.19

# April 15, 1912

The children had an amazing time at Portland Museum. We all learnt a lot and the children all asked very meaningful questions! Ask your children about...

What was smuggled onto Portland?

What were the names of the two ships that collided off of the coast of Portland?

How many people survived?

### God Matters News

#### Sacraments

We have been focusing on developing our understanding of what a sacrament is. This understanding is developed through exploration of what happens during the Sacraments of Baptism, Matrimony and the Eucharist.

This week we focused on the Sacrament of Matrimony.

#### Our Key Question:

What do we know about the Sacrament of Matrimony?



#### What's the time Mr wolf...

This week in maths we have been focussing on time. We have looked at o'clock, half past, quarter to and quarter past.

You could practice at home and ask the children the time. If they have a watch, they could wear it to help them!

### Portland Museum Homework

Talk to your adult about what happened during the visit to Portland Museum.

What happened?

What did you learn?

What was your favourite part?

Write a short recount of what we did!



## Portland Museum

### Spellings Homework: Full Stops Group

you  
they  
all  
are  
on

Use the spelling menu to practice

### Spellings Homework: Commas, Question Marks and Exclamation Mark Groups

Focus: Change these words to add the suffix 'ly'  
e.g. quick = quickly

quick smooth  
soft rude  
slow loud

#### Common Exception Words

looked called asked could

### Spellings Homework: Speech Marks Group

Focus: suffix 'ly' investigation

Find 10 words with the 'ly' suffix and write them into a sentence.

## Appendix C – Home Learning Project example

### Blood, Bones & Body Bits Topic Home Learning Project (Pig Heart Boy)

	A - Science	B - PE	C - Art/DT	D - Literacy
<b>2 points</b>	Create a poster or leaflet advising people of the dangers of drugs and alcohol on the body. You may wish to include alcohol, nicotine and caffeine.	Complete a Joe Wicks PE lesson or a Cosmic Yoga lesson on You Tube.	Design a new front cover for the book Pig Heart Boy.	Write a diary entry as Cameron when he is considering having a pig heart transplant.
<b>5 points</b>	Draw (or trace) a diagram of the heart and label the: <ul style="list-style-type: none"> <li>- Left and right ventricles</li> <li>- Left and right atriums</li> <li>- Pulmonary vein and artery</li> <li>- Vena cava</li> <li>- Aorta</li> </ul>	Create a poster to be displayed in the hall explaining the importance of warming your muscles before exercise and stretching after exercise. <i>Remember it should be bright and simple to attract attention.</i>	Choose your favourite part of the story so far. Write a brief summary of your favourite part and design an illustration that could be used in the book.	Write a letter from Cameron to Dr Bryce. In your letter include questions and concerns that Cameron may have.
<b>7 points</b>	Draw a diagram and write an explanation to show how oxygenated blood is circulated around the body. Remember to explain: <ul style="list-style-type: none"> <li>- Systemic</li> <li>- Pulmonary</li> </ul>	Create a leaflet informing people of the positive effects of exercise on their bodies.	Create a model of a heart. Make sure you have included the: <ul style="list-style-type: none"> <li>- Left and right ventricles</li> <li>- Left and right atriums</li> <li>- Pulmonary vein and artery</li> <li>- Vena cava</li> <li>- Aorta</li> </ul>	Write a debate with points for and against animal organs being used in human medicine.
<b>10 points</b>	Create your own blood! Make a 'blood sample'. Think about how you could represent the different components of blood. You may wish to use marshmallow, cereal, pom poms, sprinkles, food colouring etc. Be as creative as you can but remember to represent: <ul style="list-style-type: none"> <li>- Red blood cells</li> <li>- White blood cells</li> <li>- Platelets</li> <li>- Plasma</li> <li>- Nutrients</li> </ul> Take a photograph of your blood sample and write an explanation of what you included and why.	Measure your resting heart rate and your heart rate after 10 minutes of exercise. Continue to measure your heart rate every minute for 10 minutes afterwards. What has happened? Why is this? Use a graph and written explanation to show your finding.	Design and make a model that shows how the human circulatory system works.	Write a newspaper article detailing Cameron's story and expressing the differing views on animal organs use in human medicine.