



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

**Be the Best You Can Be**

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

**September 2021- September 2023**

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.

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

	Phonics - compulsory	Reading - compulsory	Spelling - compulsory	X Tables - compulsory Y2-Y4	Maths IXL (optional YR-Y4 compulsory Y5 & Y6)	English IXL - optional	Topic - compulsory
R	Weekly	5 x a week			Weekly (optional)	Weekly (optional)	Submitted $\frac{1}{2}$ termly
1	Weekly	5 x a week	Weekly (from summer term)		Weekly (optional)	Weekly (optional)	Submitted $\frac{1}{2}$ termly
2		5 x a week	Weekly	Weekly	Weekly (optional)	Weekly (optional)	Submitted $\frac{1}{2}$ termly
3		5 x a week	Weekly	Weekly	Weekly (optional)	Weekly (optional)	Submitted $\frac{1}{2}$ termly
4		5 x a week	Weekly	Weekly	Weekly (optional)	Weekly (optional)	Submitted $\frac{1}{2}$ termly
5		3 x a week	Weekly		Weekly (compulsory)	Weekly (optional)	Submitted $\frac{1}{2}$ termly
6		3 x a week	Weekly		Weekly (compulsory)	Weekly (optional)	Submitted $\frac{1}{2}$ termly

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.

**Topic 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 and also on your child's Google Classroom page in the 'Classworks' section under the heading 'Topic 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 every half term. These outline the curriculum content that the children will be taught over the half term 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 'Classworks' 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.

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

**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 – 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. Remember it should be bright and simple to attract attention.	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.

## Appendix C – Knowledge Organiser example

### Maths – Properties of Shape and Angles

This half term we are learning to :

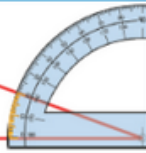
- Draw 2D shapes using given dimensions and angles
- Illustrate and name parts of a circle including the diameter, circumference and radius.

#### Using a Protractor

Place the cross or circle at the point of the angle you are measuring.

Read from the zero on the outer scale of your protractor.

Count the degree lines carefully.



#### Parts of Circles

A circle is a 2D shape. The perimeter of a circle is called the circumference (c). The distance across the circle, passing through the centre, is called the diameter (d).

The distance from the centre of the circle to the circumference is called the radius (r).

$$r \times 2 = d \quad \frac{d}{2} = r$$



#### Angle Types



**Acute Angles**  
Any angle that measures less than 90° is called an **acute** angle.



**Obtuse Angles**  
Any angle that measures greater than 90° and less than 180° is called an **obtuse** angle.



**Reflex Angles**  
Any angle that measures greater than 180° is called a **reflex** angle.

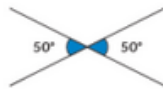
#### Calculating Angles



**Angles on a straight line always total 180°.**



**Angles around a point always total 360°.**



**Opposite angles that share a vertex are equal.**



**1/4 turn 90°**



**1/2 turn 180°**



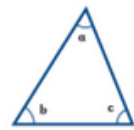
**1/3 turn 120°**



**1 turn 360°**

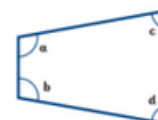
**Multiples of 90° can be used as descriptions of a turn.**

#### Angles in a Triangle



$$a + b + c = 180^\circ$$

#### Angles in a Quadrilateral



$$a + b + c + d = 360^\circ$$

### Science – Evolution and Inheritance

#### Key Vocabulary

<b>offspring</b>	The young animal or plant that is produced by the reproduction of that species.
<b>inheritance</b>	This is when <b>characteristics</b> are passed on to <b>offspring</b> from their parents.
<b>variations</b>	The differences between individuals within a species.
<b>characteristics</b>	The distinguishing features or qualities that are specific to a species.
<b>adaptation</b>	An <b>adaptation</b> is a trait (or <b>characteristic</b> ) changing to increase a living thing's chances of surviving and reproducing.
<b>habitat</b>	Refers to a specific area or place in which particular animals and plants can live.
<b>environment</b>	An <b>environment</b> contains many <b>habitats</b> and includes areas where there are both living and non-living things.

#### Year 6 Skills:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

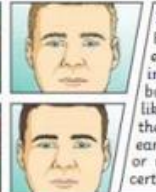


**Offspring**  
Animals and plants produce **offspring** that are similar but not identical to them. **Offspring** often look like their parents because features are passed on.

**Variation**  
In the same way that there is **variation** between parents and their **offspring**, you can see **variation** within any species, even plants.



**Adaptive Traits**  
**Characteristics** that are influenced by the **environment** the living things live in. These **adaptations** can develop as a result of many things, such as food and climate.



**Inherited Traits**  
Eye colour is an example of an inherited trait, but so are things like hair colour, the shape of your earlobes and whether or not you can smell certain flowers.