



Lawn Primary and Nursery School

HOME LEARNING POLICY

Date	Amendment
January 2020	Minor amendments to wording for Reception, Year 1, Year 2 and Year 6 classes. Update logo on Feedback Form.
March 2021	Minor amendments to wording for Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6 classes. Minor amendments to layout, spacing and bullets.
October 2022	Complete review of the policy by SLT and rename to Home Learning Policy.

At Lawn Primary and Nursery School we are committed to providing home learning opportunities to consolidate pupils' learning outside of the classroom. Additionally, we value giving children time outside of school, to experience, explore and investigate other interests and activities that will enrich their development.

Our aim is to set home learning that is appropriate for the age and stage of pupils, so that as well as consolidating learning, it deepens understanding and prepares pupils for future learning

Purposes

- To consolidate, reinforce or extend learning in class.
- To encourage a love of learning.
- To empower pupils to develop a sense of responsibility towards learning.
- To develop a level of independence, increasing as pupils move through the school.
- To encourage communication between home and school, helping to create a partnership.
- To encourage pupils to use out of school resources, e.g. libraries, computers, etc.

On-going home learning includes:

Year R Classes

- Two phonetically decodable reading books once a week and library book to share for pleasure (weekly)
- Practical curriculum focused activity grid – children choose 4 activities per term

Year 1 Classes

- Two phonetically decodable reading books once a week and library book to share for pleasure (weekly)
- Spelling list of words to practise
- Numbots login to practise weekly
- Practical curriculum focused activity grid – children choose 4 activities per term

Year 2 Classes

- Two phonetically decodable reading books once a week and library book to share for pleasure (weekly)
- Weekly spellings based on spellings patterns and common exception words
- Times Tables Rock Stars (TTRS) login to practise weekly
- Practical curriculum focused activity grid – children choose 4 activities per term

Year 3 Classes

- Levelled reading book: expectation to read 5 times a week
- Spelling list of words to practise termly
- TTRS login to practise weekly
- Termly curriculum focused activity grid – children choose 4 activities per term

Year 4 Classes

- Levelled reading book: expectation to read 5 times a week
- Spelling list of words to practise termly
- TTRS login to practise weekly

- Termly curriculum focused activity grid - children choose 4 activities per term

Year 5 Classes

- Levelled reading book: expectation to read 5 times a week
- Spelling list of words to practise termly
- TTRS login to practise weekly
- Termly curriculum focused activity grid – children choose 4 activities per term

Year 6 Classes

- Levelled reading book: expectation to read 5 times a week
- Spelling list of words to practise termly
- TTRS login to practise weekly
- Termly curriculum focused activity grid – children choose 4 activities per term
- SATs preparation work from March

Parents can help by:

- Giving time and encouragement to complete tasks.
- Checking work completed and commenting on tasks.
- Providing space for their child to work, in a suitable environment.
- Supporting children and tasks when necessary.
- Regularly comment in reading records.

Equal Opportunities and Special Needs

Through planning a varied programme, we aim to make home learning tasks of equal interest to all children. Every effort will be made to provide opportunities which allow individuals to succeed and work at their own levels.

Communication

Opportunities for communication between teachers and parents/carers will be encouraged through:

- Parent / teacher discussion evenings
- Newsletters
- Ad-hoc parent/teacher discussions as necessary

Monitoring and Review

The Senior Leadership will review the policy annually to ensure it continues to meet the needs of our cohorts of children.