



Wistaston Church Lane Academy

"We will challenge, excite and encourage a love of life and learning in every child."

Home Practice Policy

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Policy Details:

Reviewed: November 2020

Next review: September 2021

Policy history:

November 2020	Policy updated to include access to Remote Provision	Steph Watson (Vice Principal)
September 2019	Policy updated	Steph Watson (Vice Principal)
November 2017	Policy updated to reflect current practice	Rob Lawrie (Vice Principal)
March 2013	Policy written	James Bancroft (Deputy Headteacher)

This policy was reviewed by the Local Advisory Board in Autumn 2 2020.



Home Practice Policy

Introduction

Home Practice is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Home Practice encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with Home Practice.

Rationale for Home Practice

Home Practice is an important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. We see Home Practice as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe Home Practice is one way in which children can acquire the skill of independent learning.

Aims of Home Practice

Our aims and objectives of Home Practice are:

- To enable pupils to make maximum progress in their academic and social development;
- To help pupils develop the skills of an independent learner;
- To promote a partnership between home and school in supporting each child's learning;
- Involve parents and carers in their children's learning and to keep them informed about the work their children are doing;
- Extend school learning;
- Consolidate and reinforce skills and understanding developed at school;
- Promote the use of resources for learning which exist in the home, e.g. books, computers and the internet;
- To provide educational experiences not possible in school.

Principles

Our Home Practice is intended to consolidate children's learning and so, typically, it relates to class-based learning from that week, or recently. Occasionally Home Practice is set with new content but guidance will be given when this is the case.

Children in Year Six may be given Home Practice which relates to SATs preparation, and so this may not relate to work from that week in school.

We do not set Home Practice tasks over school holidays, except during the Easter holidays in Year Six. We believe that school holidays are an opportunity to enjoy family time and enjoy different experiences. We do expect children to continue to read and practice times tables during school holidays.

Inclusion

We set Home Practice for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special educational needs, we endeavour to adapt and task set so it is accessible for all learners and all children can contribute in a positive way. As much of our Home Practice is set online, we will make alternative arrangements to support children who cannot access the work due to having no access to technology.

The role of Children



Children should be encouraged by all to value Home Practice. Therefore we ask that:

- Home Practice should be valued like school work would be.
- Home Practice should be presented well.
- Home Practice should be completed on time. As a child gets older it will become their responsibility to do this.
- Home Practice should be completed independently with little support from an adult, as it would be in school.

The Role of Parents and Carers

Parents have a key role to play in relation to their child and Home Practice especially by:

- Providing a reasonably peaceful, suitable place in which children can do their Home Practice.
- Making it clear to their children that they value Home Practice and also support the school in explaining how Home Practice can help their children in their learning.
- Encouraging their children and praising them when they have completed their Home Practice.
- Assisting their children if they are having difficulty, whilst still ensuring that the work is a true reflection of the child's ability.
- Informing the teacher who set the work, if the child has experienced particular difficulties with the work that has been set.
- Ensuring that children look after any relevant books, resources or details.

The Role of the Class Teacher

Class Teachers will keep to the following guidelines:

- Home Practice tasks will be given out or set on time.
- All Home Practice will be consistently marked and feedback will be given.
- An explanation of Home Practice tasks will be given to pupils.
- An explanation of Home Practice tasks will be provided to parents and carers when necessary.
- Home Practice will take equal opportunities into account.
- Reward and praise children who regularly complete Home Practice tasks.
- Celebrate Home Practice on the year group blog.



The Role of the School

School will ensure the Home Practice system works well by:

- Allocating time in school to set and discuss Home Practice with the children.
- Setting tasks which are at an appropriate level of difficulty.
- Contacting parents when a child regularly fails to complete Home Practice tasks.

The Role of the Head Teacher and Governors

The Head Teacher and Governors oversee the Home Practice process by:

- Checking compliance of the policy.
- Meeting with parents and carers when appropriate.
- Reviewing Home Practice and its effectiveness.
- Monitor the quality of Home Practice set and to reward pupils who complete Home Practice tasks regularly and to a high standard.

How is Home Practice marked?

See our Feedback and Marking Policy.



What Home Practice looks like in each year group:

YEAR GROUP	HOME PRACTICE SET	RECOMMENDED TIMINGS FOR HOME PRACTICE
EYFS	<ul style="list-style-type: none"> Weekly English or Maths Task linked to the learning in class. Maths tasks may occasionally be set on ten town home learning platform. Phonics / spelling books sent home to practise writing tricky words or words containing the sounds taught in phonics each week Parents are also asked to upload photo or video evidence of any "WOW" moments in the children's learning at home to tapestry 	20 minutes a week
YEAR 1	<ul style="list-style-type: none"> New phonics sound weekly Spellings set each week. These will be linked to a phonics sound and year 1 common exception words Maths task set on Sumdog weekly Books allocated on Bug Club which children can access throughout the week Spelling task set on spelling Shed weekly Practice counting in 2s, 5s and 10s 	30 minutes a week
YEAR 2	<ul style="list-style-type: none"> New phonics sound weekly Spellings set each week. These will be linked to a spelling pattern and year 2 common exception words Maths task set on Sumdog weekly Books allocated on Bug Club which children can access throughout the week Spelling task set on spelling Shed weekly Practice quick recall of 2, 5, 10 and 3 times tables. 	30 minutes a week
YEAR 3	<ul style="list-style-type: none"> Times tables weekly Spellings – ten each week Reading to be recorded in Reading records 3x a week Maths SumDog task weekly SPAG (online activity) and Reading Comprehension (BugClub) set on alternating weeks 	40 to 60 minutes a week
YEAR 4	<ul style="list-style-type: none"> Times tables weekly Spellings – ten each week Reading to be recorded in Reading records 3x a week Maths SumDog task weekly SPAG (online activity) and Reading Comprehension (BugClub) set on alternating weeks 	40 to 60 minutes a week
YEAR 5	<ul style="list-style-type: none"> Times tables weekly Spellings weekly Reading to be recorded in Reading records 3x a week Maths SumDog task weekly SPAG (online activity) and Reading Comprehension (BugClub) set on alternating weeks 	60 to 90 minutes a week
YEAR 6	<ul style="list-style-type: none"> Times tables weekly Spellings weekly Reading to be recorded in Reading records 3x a week Maths SumDog task weekly SPAG (online activity) and Reading Comprehension (BugClub) set on alternating weeks SATs papers (from February onwards) SATs revision tasks (from February onwards) 	60 to 90 minutes a week (which may increase around the time of SATs in April/May each year)

In addition to this home practice, we also encourage children to read daily



Remote Provision

'Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.' DfE 2020

In the instance that an individual child needs to self-isolate due to Covid-19, each class page displays a link to Home Learning activities in the 'Weekly Overview' tab. This is updated weekly by class teachers and has links to suitable online learning activities for English and Maths that children can complete. These activities are linked to the objectives that are being covered in school. Here is an example of a weekly overview:

Weekly Overview for Year 2	
<p>In the instance that your child is required to remain off school as a result of self-isolating, here is an overview of the learning taking place in class this week.</p> <p>There are links to useful resources and games that can be clicked to enable children to access their learning at home.</p>	
<p>English:</p> <p>In our writing lessons this week our focus is: In our writing lessons this week our focus is:</p> <ul style="list-style-type: none"> To retell the main events in a story https://classroom.thenational.academy/lessons/to-retell-the-main-events-in-a-story-ccw3cd To use capital letters and full stops https://classroom.thenational.academy/lessons/to-use-capital-letters-and-full-stops-68v3ad To use co-ordinating conjunctions https://classroom.thenational.academy/lessons/to-use-the-coordinating-conjunction-but-6hhp4c 	
<p>Spellings/Phonics:</p> <p>This week's spellings are:</p> <p>here there where love some come</p>	<p>Reading:</p> <p>Please make sure that you read at least 4 times a week and record this in your reading diary.</p> <p>Read one of your colour band books on bug club: https://www.activelearnprimary.co.uk/login?c=0</p>
<p>Maths:</p> <p>In our maths lessons this week our focus is: Counting, comparing and ordering numbers to 100</p> <p>Monday and Tuesday - https://www.bbc.co.uk/bitesize/articles/z2xfxbk</p> <p>Wednesday - Comparing numbers to 100 - https://www.bbc.co.uk/bitesize/articles/z3cm8hv</p> <p>Thursday - Ordering numbers to 100 - https://www.bbc.co.uk/bitesize/articles/z7m8bqt</p> <p>Friday - https://www.topmarks.co.uk/learning-to-count/helicopter-rescue https://www.topmarks.co.uk/Flash.aspx?f=ThinkingOfANumber3</p>	
<p>Times Tables Practice</p> <p>In Year 2, we focus on the 2, 5 and 10's times tables. Practice these using the following games: https://www.topmarks.co.uk/maths-games/mental-maths-train https://www.topmarks.co.uk/times-tables/coconut-multiples https://www.timestables.co.uk/spuq-balloons.html</p>	

There is no expectation that this work is completed.

In the event of a local lockdown, school closure or group of children needing to self isolate, please see the 'Remote Education Policy'