

BLACKROD PRIMARY SCHOOL



Home Learning Policy

Approved by: Curriculum, Standards and Safeguarding Committee

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Intent

At Blackrod Primary School, our bespoke, broad and balanced curriculum enables children to develop the skills, attitudes and knowledge which prepare them for life within and beyond school.

The main focus of home learning, and our intent behind this policy, is to provide purposeful learning which consolidates and embeds key knowledge and/or skills taught within the school day.

This policy is underpinned by evidence - based pedagogy as well as **The United Rights Convention on the Rights of a Child [UNCRC,]** which supports our belief that children learn best when there is a successful partnership between school and parents/ carers.

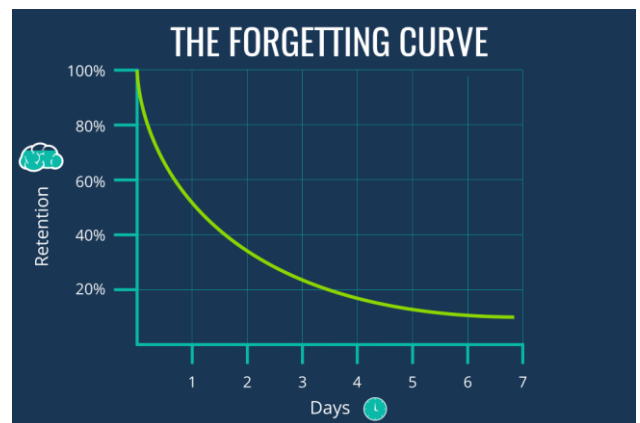
Implementation

The Forgetting Curve and spaced learning

"What have you learned at school, today?"

"What did you get in your spelling test?"

"Where did you leave your school jumper?"



Ebbinghaus, 1885

If you are one of the many parents, who ask these questions regularly and find yourself disappointed with the reply; there may be a reasonable explanation.

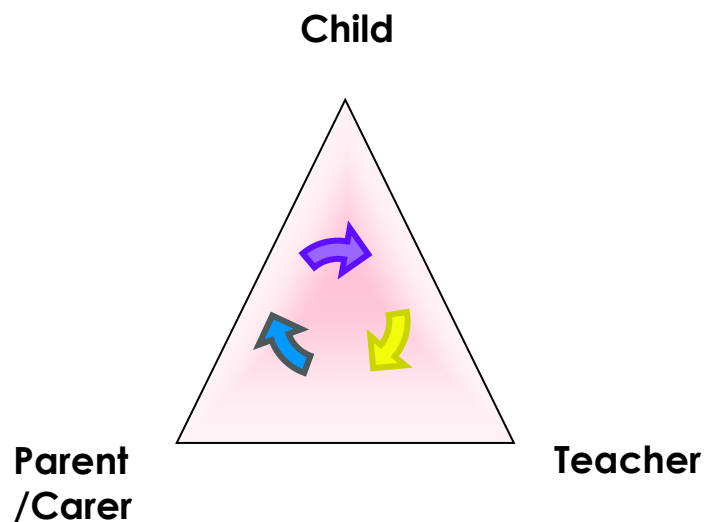
Did you know that **children will forget an average of 90% of what they have learned**, if there are not multiple, deliberate attempts to re-activate this knowledge?

By introducing regular home learning into your daily routine, you can help your child's memory to become stronger, therefore boosting their success in their learning. When learning at school is closely followed by learning at home, together we can attempt to interrupt the forgetting curve and promote memory retention; meaning that our children will retain and know more.

The Power of Three

Home learning can only be beneficial and effective for the child's educational journey, if all essential stakeholders, have a shared understanding of home learning and why it matters.

To better understand the expectations for all stakeholders, please see guidance below.



Roles and Responsibilities

Teachers will...

- Provide children with a reading book matched to children's reading age.
- Review children's reading ages termly [using Salford Reading Test]
- Set appropriate home learning tasks – at a suitable level and manageable in the agreed time frames.
- Ensure that tasks are fully understood by children before they leave school.
- Provide parents with relevant information about home learning projects via Parent App.
- Give feedback, recognize and celebrate effort and hard work which has been done at home.



Parents / Carers will...

- Listen to their child reading regularly and sign their reading diary to verify reading. [3x weekly KS1 and LKS2/ 1x weekly UKS2]
- Provide an appropriate environment for children to complete their home learning, away from distractions and/or noise.
- Maintain a supportive home learning routine which allows for spaced learning.
- Talk to children about he/she is learning about in school to promote interest and encourage daily recall.
- Listen to any worries from their child regarding learning and speak to the class teacher as soon as possible.
- Provide access to an electronic device to allow children to learn from school's home learning platforms.
- Try to arrange educational visits to local museums, galleries and libraries.

'When adults make decisions, they should think about how their decisions will affect children.'

All adults should do what is best for children.'

The United Nations Convention on the Rights of the Child

Children will...

- Ensure that any homework given is taken home on the same day.
- Ensure that their reading book and reading diary are taken home and returned to school daily.
- Make the time to complete home learning as directed by their teacher.
- Discuss difficulties in completing their home learning, with their teacher as soon as they arise
- Ensure that parents/ carers know the task(s) to be completed and ask for support if necessary
- Hand in completed work on or before the agreed due date.
- Sign their own reading diaries in UKS2, to record their daily reading - including how many pages have been read. Eg. Pg. 13 – 20
- Ask for a parental signature and comment in reading diary to evidence reading. [3x weekly as a minimum in KS1 and LKS2/ 1x parental signature to verify children's reading across the week in UKS2]

'Every child has the right to an education.'

The United Nations Convention on the Rights of the Child



Home Learning Expectations

At Blackrod primary school, we recognize that the ability to sustain attention and retain information develops as children grow. In light of this, we have adapted our home learning expectations to suit each age group. By building in these foundations and routines early, we can establish positive attitudes towards home learning which promote memory retention and resilience.

Essential learning	EYFS	KS1	KS2
Reading	5 mins daily	10 -15 mins daily	15 - 20 mins daily
Phonics/Spellings	2x weekly	3x weekly	3x weekly
Times tables	Daily counting/ Number facts 2x weekly	2x/5x/10x/3x 2x weekly	All times tables <i>(See Times tables policy)</i>

Reading diaries

Reading Diaries are monitored on a weekly basis. Children, who commit to their essential learning expectations, will be rewarded for their dedication to home learning and regular practice. This will be given as merits or individuals may be selected as the 'Reading' Head teacher award.

Children, who have not read and had their reading diary signed by a parent or guardian in line with these recommendations:

- 3x weekly [KS1 and LKS2]
- 1x weekly to verify their child's personal recordings of reading [UKS2]

Will attend our **Reading Rocks club** on Friday, where they can catch up with their reading in our quiet, cosy library. A member of staff will be there to support them with their reading and sign their diary.

Reading Rocks club is a weekly opportunity to catch up on lost reading and this is something which we offer to children who have fallen behind with their reading. Please see relevant research on page 7 to further validate why we offer this opportunity.

Non - Essential home learning projects

As well as the above essential learning, your child may also receive **optional** home learning projects which link to their curriculum areas taught at school. This home learning task may be sent prior to the start of their project, to prepare your child with the knowledge needed.

This home learning strategy has proven effective in pre- teaching children new concepts, key vocabulary and sticky facts; providing them with the exposure, confidence and preparation to thrive in curriculum lessons.

Subject - Specific Guidance

Reading

A Blackrod Primary school, we strongly believe that reading is a great habit. Like all habits, it needs repetition and regularity to establish itself.

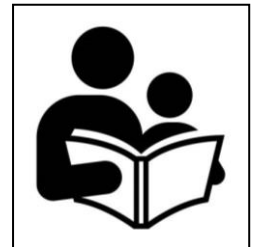
Reading is the key to unlocking the wider curriculum and vital for vocabulary development, so this daily practice is a fundamental expectation for home learning at any key stage.

EYFS

Our core focus for home learning in EYFS is on embedding the initial sounds of Read Write Inc Phonics, fostering early curiosity in books and instilling the foundations of healthy reading habits.

- Children should read or share a book with an adult daily (these can be books from both school and home) and have their diary signed with a short comment to describe any successes or challenges.
- Children can also access e-books suitable for their Phonics ability on Oxford Owl. Each child will be provided a login and password to access their account and this can be found in their reading diary.

Did you know that there is an average of a 'one million word gap,' between children who share or listen to a story daily and those who do not?



If a child is never read to they will have heard approximately 4,662 words by the time they are 5 years old.

If a child is read to 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.

If a child is read to 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.

If a child is read to daily, they will have heard approximately 296,660 words by the time they are 5 years old.

If a child is read 5 books a day, they will have heard approximately 1,483,300 words by the time they are 5 years old.

Alex Quigley, Closing the reading gap *Cited from, Ohio State University*

KS1

- Children should read their phonics book daily to build fluency, including learning the story green, speedy green and red words, found in this book. This book will be changed every 3 – 4 days, dependent on their fluency and automaticity when reading in daily Phonics. Parents should sign their child's reading diary with a brief comment to describe successes or challenges.
- Children can also access e-books suitable for their Phonics ability on Oxford Owl. Each child will be provided a login and password to access their account and this can be found in their reading diary.
- Children will also receive a school library book, which will be changed fortnightly. This book will have been self – chosen by the child with the guidance of their teacher, and it is important that they share this book with a grown up or older sibling to promote interest and encourage reading for pleasure.



KS2

- Children should read their colour banded book daily; either independently or aloud to a grown up or older sibling. We strongly advise parents to encourage children to read aloud, for as long as they feel comfortable to. The act of reading out loud allows children to hear errors in their reading and encourages self - correction and personal improvement.
- Children from Y2 onwards, will receive a comprehension journal to take home; where they must answer the comprehension questions, found at the back of some reading books. This activity will encourage children to reflect on what they have read and demonstrate their understanding.
- Reading books are changed on completion of the book [dependent on the speed of the reader, length of the text and frequency of reading.] Teachers will check comprehension answers are completed and assess accuracy by asking a few questions. Children are heard reading regularly at Blackrod Primary school and their book band will be re-assessed termly, using Salford Reading tests.
- Children will also receive a school library book, which will be changed fortnightly. This book will have been self – chosen by the child to promote interest and encourage reading for pleasure.

Reading Challenges

We have a positive reading culture at Blackrod Primary school and one way we encourage participation and joy in books, is with home reading challenges. Reading Challenges are available for children to complete each term. These can be found on the school website in [Children > Home Learning](#). Children are rewarded for taking part in reading challenges with termly raffle draws and celebration.

Phonics/ Spellings



EYFS and Year 1

Each week, your child will bring home a sheet with green words and red word spellings, linked to the book which they have been reading in class. As children progress through the RWI groups, their spellings will increase in size and difficulty to match their ability.

Each Friday, your child will be tested on their spellings and their spelling score will be written in their reading diary, along with any words they struggled to spell. New spellings are given out to children on Fridays, except for before a half term holiday or after their 6 – weekly assessment point, where children are likely to move groups. At each assessment point, your child will be assessed to check that they are in the correct phonics group and if the test reflects progress, they may move up to the next level.

You can support your child by building in a regular routine of practice, where they can revisit their spellings at least **3x weekly**. Learning through repetition is highly recommended by research, as referred to earlier in the policy. If you would like to know more about how you can support your child with their Phonics, please access parental information at:

[Parents and Carers - Ruth Miskin Literacy](#)

Year 2

Children are taught spellings within their reading sessions using **Read Write Inc. Comprehension**. This is the next programme after Read Write Inc. Phonics, which develops children's fluency and prepares them for reading for meaning in KS2. Each Friday, children will have a small slip glued into their reading diary, consisting of **10x spellings** [5x green words and 5x red words,] linked to the module which they have been learning that week. These words will also be available on [Spelling Frame](#) for children to practice through spelling games. Children will be tested the following Friday and spelling scores will be written, by the child, into their reading diary. Spelling scores are monitored by the class teacher and any concerns about lack of progress, will be shared with parents at parents evening.

Year 3 - 6

Children will receive a small slip of **12x spellings** [10x words consisting of the spelling pattern or rule and 2x common exception words for their year group.] These words will also be available on Spelling Frame for children to practice through spelling games. Across the week, children will learn, practice and rehearse these words within their spelling lessons. Children will be tested the following Friday and spelling scores will be written, by the child, into their reading diary. Spelling scores are monitored by the class teacher and any concerns about lack of progress, will be shared with parents at parents evening.

Maths

EYFS

Before starting school, your child will begin to:

- Enjoy counting in everyday routines.
- Enjoy building with different resources, such as bricks and blocks.
- Explore puzzles.
- Use words and gestures to compare size and weight.
- Notice and arrange things into patterns.



You can help your child to build on these skills using **talk**. This is a vital tool to encourage children to articulate and explain what they know and what they will do next.

You can also help by:

- Pointing out the number of objects around the house, rather than just the name. Eg. **“We have two apples!”**
- Give children lots of opportunities to count for a real reason and always emphasize the last number.
- Encourage play with puzzles and jigsaws to promote problem solving.
- Use positional language in real life experiences. Eg. **“Let’s hide under the bridge.”**

You can share any of your child’s home learning by accessing your child’s online journal ‘Seesaw.’ This is a really useful, two- way communication platform which we use to support our parental partnership. We love to see and hear about how your child is developing at home, so please send us photos, videos and comments about what your child has achieved.

KS1 and KS2

At Blackrod, children are actively encouraged to practice times tables at home on a regular basis. Research says at primary age level, this kind of homework has the greatest impact on a child's overall progress. There are many different ways in which pupils can learn and practice times tables at home, including games, online resources, practicing with a family member, chanting, worksheets and listening to times table songs.

Every three weeks, children will take home a times table sheet with many different ways of practicing their times tables. The times tables are then tested, with more practice given to children who do not know them well enough. Feedback to parents is given at parents evening.

End of year Expectations - What does my child need to know?

KS1

Year 1

Count in multiples of 2, 5 and 10.

Know 1x table as 'one group of'.

Recall and use doubles of all numbers to 10 and corresponding halves.

Year 2

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers

KS2

Year 3

Recall and use the multiplication and division facts for the 3, 4, 6, 8 multiplication tables

Year 4-6

Recall and use multiplication and division facts for multiplication tables up to 12 x 12

Times Tables Rockstars

As a school, we have a subscription to 'Times Table Rockstars', which is an online programme that can be accessed from home. It is a carefully sequenced programme of daily times tables practice and has



helped to

'improve the speed for hundreds of thousands of pupils in over 14,000 schools worldwide'.

Using this programme helps our pupils to engage in a fun way with their learning of the times tables. Pupils can quickly see their own improvements with their speed and accuracy and are rewarded for their efforts

You can find your child's individual log in to Times Tables Rockstars in their reading diary.

Online Learning Platforms

Throughout their school journey at Blackrod Primary school, children will have access to the following online platforms.

- Oxford Owl
- Purple Mash
- Times Table Rockstars
- Spelling Frame

You can support your child by providing them with a child friendly electronic device with internet access to their online learning platforms.

However, before allowing this, we strongly advise that you have parental controls set up and managed on all electronic devices which your child may access.

You may also wish to supervise and monitor their time spent online to ensure that they are not accessing unsuitable or harmful content.



'Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful.'

The United Nations Convention on the Rights of the Child

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1** Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

- 2** Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as 'Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

- 3** Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

- 4** Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

- 5** Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

- 6** Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

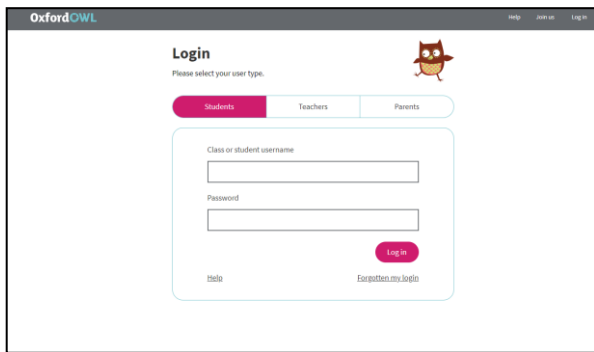
- 7** Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Online Learning Platforms

Oxford Owl



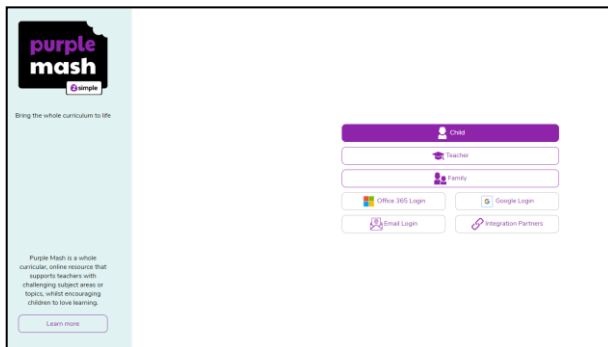
<https://home.oxfordowl.co.uk>

Times Table Rockstars



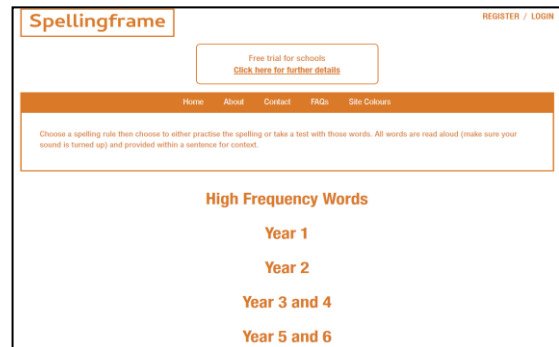
<https://trockstars.com>

Purple Mash



<https://www.purplemash.com/sch/blackrod#/>

Spelling Frame



<https://spellingframe.co.uk/>