



Newnham Croft Primary School Home Learning Framework

Vision

At Newnham Croft our children are at the heart of everything that we do. They in turn believe that Newnham Croft is a special place – calm and safe – where the guiding principles are teamwork and respect for all. Our character is welcoming, vibrant and upbeat. Newnham Croft is an aspirational school, where learning is exciting and challenging and develops key skills and creativity. We aim to foster a sense of self worth, self belief and a sense of purpose in our children to equip them for the opportunities that life presents.

Policy Rationale

The Governors and Staff of the school believe that one of the most effective ways to support a child's learning is through the development of a strong and consistent partnership between home and school. The aim of this framework is to state the school's view on home learning that reflect the shared expectations of standards between home and school and a common ethos of caring and valuing children's efforts and achievements.

In signing the Newnham Croft Home-School Agreement, parents and carers agree to support their children in opportunities for home learning. This policy aims to provide further guidance on how parents and carers can best provide that support together with general information on the home learning that will be set for their child.

At Newnham Croft we believe that formal homework tasks other than those mentioned below have limited impact on a child's progress. We believe that our children put 100% of their energy into the school day and generally make the most of the learning opportunities that we provide. After school it is useful if children can enjoy reading with their parents/carers and spend some time practising basic skills such as spelling, number bonds and times tables. We have set out below some guidelines for parents to follow to encourage home learning. The guidelines contain a number of ideas for involving children in reading maths and other learning activities. Parents and Carers may also like to make use of resources available on the Internet. However rather than spending time on longer pieces of homework, we believe it is much more useful for our children to pursue special interests, enjoy our local environment and city and relax with friends or their families. The exception to this is Year 6 children; who benefit from more formal home learning tasks in preparation for the homework they will be expected to complete at secondary school.

What does the research into homework tell us? Well, despite the fact that formal homework has been seen as a necessity by past governments, there is no firm evidence that it leads to better academic achievement. Research over the past five years has tended to find that homework, at primary level in particular, is of little academic value. Increasingly, educationalists and teacher organisations have been calling for change at primary level. Few researchers agree that there should be no homework at all. What is generally agreed, however, is that what parents can do to engage and help their children at home is important – and that does not mean that it has to be through formal homework activities. One major international study found a strong correlation between children's reading performance at 15, and home activities such as discussing news, talking about books or films and eating meals together as a family. Practical and routine activities such as using money, time telling, playing board games, doing puzzles and sharing out food have been seen as better maths 'homework' than more formal activities.

The Importance of home learning

We believe that home learning is important because:

- it supports children's progress
- it provides opportunities for research and developing interests which may lead to life long learning

- it encourages children to be responsible and learn independently from their peer group yet be supported in their activities by their family.
- it provides valuable practice of skills learned in the classroom
- it encourages organisational skills
- it prepares children for secondary school
- it can be a shared and pleasurable activity developing a lifelong attitude towards learning.

How Parents and Carers can support their child's home learning

Parents/Carers can help their children by:

1. Maximising learning opportunities as they arise during normal daily activities at home such as shopping and cooking with their child.
2. Making the most of their local environment e.g. parks and museums in Cambridge as well as special events for children outside of school.
3. Helping their child organise his or her time to best advantage so that things are not all left to the last minute or even forgotten.
4. If appropriate, checking that home learning details are filled in clearly and regularly in the home learning books.
5. Making sure there are suitable working conditions at home.
6. Taking a positive and active interest in their child's learning at home
7. By providing explanations and encouragement but making sure that the home learning is all their child's work.
8. Letting us know if there are any problems with home learning that cannot be resolved at home. We do not want this to be the cause of conflict at home. If this is the case parents should contact the class teacher in the first instance who will be glad to help.

Home Learning Guidelines

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| Reception | <p>It is recommended that children</p> <ul style="list-style-type: none"> • Read every evening with their parents • practise reading a range of high frequency words and extend reading vocabulary <p>In addition we recommend that parents use everyday opportunities to support their children practise reading, writing and numeracy skills. Examples of this would be:</p> <ul style="list-style-type: none"> • reading labels and signs • reading and writing letters, making notes, birthday cards, shopping list etc • playing word and number games such as word snap, snakes and ladders, ludo • measuring/reading/counting in simple cooking recipes • real shopping using small amounts of money • saying/chanting rhymes and singing songs, perhaps from memory. <p>All children may have poetry, dialogue or songs to be learned for productions and other school events.</p> |
| KS1 | <p>Children will bring home a book from the Home reading system or classroom with their reading record each evening. Parents and carers are invited to give feedback in the record book. Please see Appendix A regarding the Home Reading system.</p> <p>Guidelines per year are as follows:</p> <ul style="list-style-type: none"> • to practise reading skills for at least 10 minutes each evening |

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| Year 1 & 2 | <ul style="list-style-type: none"> to learn relevant spellings and high frequency words to practise number bonds <p>All children may have poetry, dialogue or songs to be learned for productions and other school events.</p> |
| Lower KS2 | <p>Guidelines per year are as follows</p> <ul style="list-style-type: none"> to practise their reading skills for 15 minutes each evening to learn relevant spellings and high frequency words, three times a week |
| Year 3 & 4 | <ul style="list-style-type: none"> to practise numeracy skills which may be number bonds or multiplication tables, three times a week on occasion to undertake one or two curriculum linked pieces of work. These may be a research task, a piece of work linked to science, or another curriculum area, sometimes set by other specialist teachers All children may have poetry, dialogue or songs to be learned for productions and other school events. |
| Upper KS2 | <p>Children will record details of homework in either their English or Maths books. Staff try to ensure that the instructions about homework are clear to everyone in the class and that all children have time to write down what is expected of them. Children are also told how long they are expected spend on the work. Older children will be expected to spend longer on their homework.</p> |
| Year 5 | <p><u>Daily</u></p> <ul style="list-style-type: none"> to practise their reading skills for 15 minutes to learn and practise relevant spellings and tables on occasion to undertake one or two curriculum linked pieces of work. These may be a research task, a piece of work linked to science, or another curriculum area, sometimes set by other specialist teachers. <p><u>Weekly</u></p> <p>To complete a SPAG (spelling, punctuation and grammar) task.</p> |
| Year 6 | <p><u>Daily</u></p> <ul style="list-style-type: none"> to practise their reading skills for 15 minutes to learn and practise relevant spellings and tables <p><u>Weekly</u></p> <ul style="list-style-type: none"> to complete a maths task (30-45 mins) to complete an English task (30-45 mins) on occasion to undertake one or two other curriculum linked pieces of work. These may be a research task, a piece of work linked to science, or another curriculum area, sometimes set by other specialist teachers. <p>All children may have poetry, dialogue or music to be learned for productions and other school events</p> |

Assessment, Recording and Reporting

Parents/Carers will receive information about individual progress with home learning through Parent Teacher Consultations and the annual Pupil Progress Report, or more frequently if necessary.

Any completed homework will be marked and responded to regularly and in a way that is helpful to pupils. Reading records will be checked once per week.

Appendix A

Key Stage One Home Readers

Newnham Croft follows the Cambridgeshire Local Authority system of colour-banded reading books to encourage parents and pupils to read together at home. Parents choose the books themselves (either before or after school) and keep a record of home reading with comments. The boxes of each colour band are located in the corridor outside the ICT suite. Any queries about a child's current reading level/band should be addressed to their teacher.

The colour bands are as follows:

Pink - Letters and Sounds Phonic Phase 2

Red - Letters and Sounds Phonic Phase 3

Yellow - Letters and Sounds Phonic Phases 3-4/Early Learning Goals

Yellow is the expected level of attainment for most children at the end of Reception.

Dark Blue - National Curriculum Level 1c/Phonic Phases 4-5

Green - National Curriculum Level 1b/Phonic Phase 5

Orange - National Curriculum Level 1a/Phonic Phase 5-6

Orange is the expected level of attainment for most children at the end of Year 1.

Light Blue/Turquoise - National Curriculum Level 1a/Phonic Phases 5-6

Purple - National Curriculum Level 2c/Phonic Phase 6

Brown - National Curriculum Level 2b/Phonic Phase 6

Brown is the expected level of attainment for most children at the end of Year 2.

White - National Curriculum Level 2a

Black - National Curriculum Level 3c

Black is the expected level of attainment for most children at the end of Year 3.