Ashmead Primary School

Home Learning Policy

Approved by CFC (Children, Family and Communities) committee in December 2024

The next review date will in December 2026

Our approach to home learning

We believe that a carefully balanced home learning programme benefits children because:

- It consolidates skills learnt in school and gives opportunities to increase enthusiasm for learning
- It helps children learn skills of independence and perseverance
- It helps parents to be directly involved in their child's learning

The school expects home learning to happen and children are strongly encouraged to complete it to support their learning.

Home learning is most effective when time is set aside every day and the space used is as quiet as possible. We have found that children who are helped with their home learning, particularly their reading, make much better progress.

At Ashmead, children are praised for doing their home learning. Children do not get consequences for not doing home learning* but we will strongly encourage them to develop these independent study skills and will follow up with the parents of those children who are not completing home learning tasks regularly.

**In Year Six, as part of the process of supporting their transition into secondary school, consequences for not completing home learning (e.g. completing the home learning in their break time) may be introduced to help develop their sense of responsibility and independence.*

Home learning like weekly spellings is set and published on the online platform, Seesaw. This is available weekly on a Friday from 4pm. Home learning can be completed online or can be printed and completed offline.

Phase	Summary of home learning expectations
EYFS	**Tapestry** - school observations on this online platform help families understand children's learning at school. Talking with your child about their learning helps them develop further. Home learning can be shared on Tapestry too. **Reading** - please read with your child every day. 10 minutes is about right. This will mainly be reading to your child and should be recorded in your child's reading record. Once your child has started DSR (Daily Supported Reading) sessions in school, they will start to take home "levelled" books. Please encourage your child to read these books as independently as possible.
Y1 and Y2	**Reading** - please read with your child every day. This should involve hearing them read independently as well as reading to them and should be recorded in your child's reading record. 10-15 minutes is about right. **Spelling** - weekly spelling words are shown on Seesaw, our online learning platform. These should be practised regularly at home ahead of the weekly quiz. **Other learning** - Children are encouraged to practise key skills and refresh their memory of key information at home, e.g. from the half-termly knowledge organiser or from information sent home regarding key reading, writing or maths skills and facts.
Y3 and Y4	**Reading** - children should read independently for around 15-20 minutes each day. Adults should continue to supplement children's independent reading by reading to children. Reading should be recorded in the reading record by the children at this stage. **Spelling** - weekly spelling words are shown on Seesaw, our online learning platform. These should be practised regularly at home ahead of the weekly quiz. **Times Tables** practice should be regular - at least twice a week to increase children's speed and accuracy in recalling key multiplication and division facts. Many children like to use Times Tables Rockstars, an online platform that measures the child's progress and speed and emulates the Multiplication Times Table check taken at the end of Year 4. Children need to be fluent and fast in recalling times table facts up to 12 x 12 by the end of Year Four. **Other learning** - children are encouraged to practise key skills and refresh their memory of key information at home, e.g. from the termly knowledge organiser or from information sent home regarding key reading, writing or maths skills and facts.
Y5 and Y6	**Reading** - children should read independently for at least 20 minutes per day. We would still encourage parents to supplement this with reading aloud to children. Children should record their reading in the reading record independently. **Spelling** - weekly spelling words are shown on Seesaw, our online learning platform. These should be practised regularly at home ahead of the weekly quiz. **Times Tables** practice should be regular - at least twice a week to increase children's speed and accuracy in recalling key multiplication and division facts. Many children like to use Times Tables Rockstars, an online platform that measures the child's progress and speed. At this stage children should be consolidating their knowledge and getting even faster in their recall. **Other learning** - children are encouraged to practise key skills and refresh their memory of key information at home, e.g. from the termly knowledge organiser or from information sent home regarding key reading, writing or maths skills and facts.