



Beaumont Primary School Home Learning Policy



The Beaumont family endeavours to create a love of lifelong learning, grow healthy resilient minds and develop aspirational future citizens. Our children will make a difference by leading by example, showing tolerance and compassion within a diverse world and being an active and valuable part of society.

Research into the impact of home learning demonstrates that:

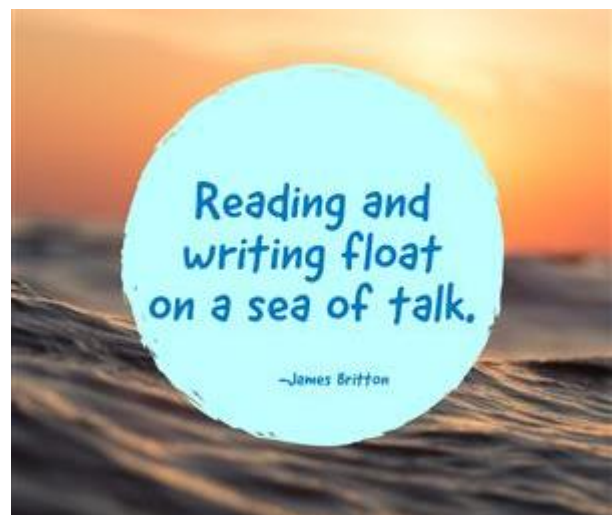
- Independent home learning projects or activities **preparing** for future learning have the most impact.
- When home learning tasks are specific and focused on the learning taking place in school, they have the most impact.
- Giving children daily worksheets which consolidate previous learning has a **low** impact on children's learning.

Intent

The Importance of Talk

Research supports the importance of vocabulary development from an early age. We would therefore encourage parents to daily converse with their children about what they have learnt at school, for example, by holding the following sorts of discussions:

- Tell me about the most interesting thing you have learnt today.
- How could you have improved your learning today?
- What did you enjoy most about today's learning?
- What do you predict you are going to be learning about next?



Implementation

Learning Conversations

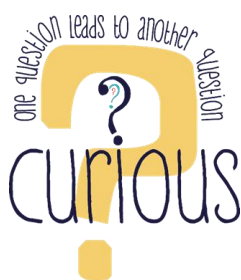
Learning Conversations are a great example between children and their families that run parallel to what is happening in school time. These conversations have much more of an impact on your child's learning and enhance parental engagement.

Teachers plan ahead the topics or area of study and identifies the theme which is introduced each week. A prompt is sent home by Friday for the following week. Learning conversations are entirely verbal or practical – with an emphasis on your child telling the family what they have already learned in school (thus consolidating learning, revising facts or raising misconceptions), or opening up opportunities to extend what they have learned in school (debating key ideas, extending knowledge, utilising parent expertise, looking things up at home in books or online). The emphasis is on extending and consolidating learning through thinking, not being dependent on writing, recording, making or producing.

Learning conversations should be no longer than 10 minutes; however these conversations could be extended if your child is really interested in the conversation.

These conversations will be given to parents via the communication service school provides and added to your child's class page on the school website. Learning conversations can be anytime, anywhere such as over the dinner table, in the car, during bath time – thus not impinging on family time.

We promote 'inquiry and curiosity across our curriculum. We aim that Beaumont children will become curious learners who question the world around them and encourage them to become lifelong learners.



To help promote this across school, a 'curiosity question' will be added to weekly home learning.

These 'curiosity' questions is a great time to get children talking, debating and sharing ideas at home about the current learning at school and the questions raised.

Parents/carers can then write weekly feedback via the Class Dojo app. This will be collated in class to ensure home learning is being completed.



Home Learning Schedule

Year Group	Learning Conversations	Reading	Maths	Spellings
Reception	Pre learning conversation prompts. (including phonics) via Dojo. Curiosity Question	Daily reading for 10 mins or more	Practise counting forwards and backwards from any given number	From Summer Weekly spellings (High Frequency Word list)
Year 1	Pre learning conversation prompts. (including phonics) via Dojo. Curiosity Question	Daily reading for 10 – 20 mins	Practise number bonds to 10. (Example: $3 + ? = 10$) Practise number bonds to 20. (Example: $? + 12 = 20$)	Weekly spellings (High Frequency Word list) Extension for challenge:- Spelling Shed
Year 2	Pre learning conversation prompts. (including phonics) via Dojo. Curiosity Question	Daily reading for 10 – 20 mins	2, 5 and 10 times tables up to 12×2 , 5 and 10 and division facts up to (e.g. $50 \div 10 = 5$) Use Timestables Rockstars	Weekly spellings Extension for challenge:- Spelling Shed
Year 3	Pre learning conversation prompts. via Dojo. Curiosity Question	Daily reading for 10 – 20 mins	3, 4 and 8 times tables up to 12×3 , 4 and 8 and division facts (e.g. $24 \div 4 = 6$) Use Timestables Rockstars	Weekly spellings Extension for challenge:- Spelling Shed
Year 4	Pre learning conversation prompts. via Dojo. Curiosity Question	Daily reading for 10 – 30 mins	6, 7 and 9 times tables up to 12×6 , 7 and 9 and division facts (e.g. $30 \div 6 = 5$) Use Timestables Rockstars	Weekly spellings Extension for challenge:- Spelling Shed
Year 5	Pre learning conversation prompts. via Dojo. Curiosity Question	Daily reading for 10 – 30 mins	Practise all times tables and division facts up to 12×12 Use Timestables Rockstars	Weekly spellings Extension for challenge:- Spelling Shed
Year 6	Pre learning conversation prompts. via Dojo. Curiosity Question	Daily reading for 10 – 30 mins	Practise all times tables and division facts up to 12×12 Use Timestables Rockstars	Weekly spellings Extension for challenge:- Use Spelling Shed
Targeted weekly home learning will be distributed by the Year 6 teacher to ensure children are High School ready and any learning needs are consolidated with specific tasks.				

Knowledge Organisers

Knowledge Organisers are a page of information which helps parents and children think about the topic being studied in class for the next number of weeks. Children will receive a page of information set at their level to help them become experts in using the technical vocabulary of that subject. This also allows parents the opportunity to use this vocabulary within learning conversations.

These Knowledge Organisers will act as a reminder for children to access trickier language and help them to use technical language to further develop their communication, language and literacy.

We aspire to give our children the rich wealth of language that the modern world requests from them. Knowledge Organisers will be functional and successful if referred to by teachers, children and parents.

Impact

- Children will enter lessons as the 'experts' and challenge will follow.
- Parents will have an impact on their children's learning and be a part of their development and be knowledgeable about what their child is learning about.
- Oracy standards will have positive impact on outcomes.
- Teachers will feel more supported and have high aspirations for children to attain high and make rapid progress.

How staff at Beaumont support this policy:

- by being organised and having learning conversations prompts prepared;
- by providing oral feedback to pupils on their learning;
- by matching home learning activities to the needs of the pupils;
- by ensuring that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability;
- by supporting parents/carers through offering curriculum workshops as appropriate;
- by communicating with parents/carers and keeping them informed of about their children's progress, projects and topics to be studied.

How parents/carers are encouraged to support children:

- by opening learning conversations to support children and do this regularly;
- by providing encouragement and support to children when they require it;
- by encouraging pupils and praise them when learning conversations and home learning is completed;

- by actively being involved in the home learning to help make children experts and extend learning;
- by signing and dating their child's reading diary and learning conversations diary (minimum weekly);
- by discussing issues with teachers, where children are giving cause for concern regarding home learning.

Pupils are expected to:

- ensure all home learning is completed to the best of their ability;
- tackle home learning promptly and with a positive attitude;
- take pride in presentation and content, acknowledging the high personal standard expected;
- be organised so that necessary learning prompts and equipment are not left at school;
- take responsibility for handing in the completed task on the agreed day when age appropriate.

If particular circumstances (e.g. prolonged sickness absence from school) warrant additional home learning, this should be discussed with the class teacher. Additional home learning will not be set simply because a child is being taken out of school for an unauthorised family holiday.

Updated September 2021

To be reviewed: September 2024