



Archdiocese of
Birmingham



St Maria Goretti Catholic Academy

Home Learning Policy



All Saints Catholic Collegiate

MISSION STATEMENT

**With respect for God and united in faith, we place service before self to inspire hearts and minds.
By achieving together through our love and faith, we place Christ at the centre of all we do.**



ST MARIA GORETTI CATHOLIC ACADEMY

Home Learning Policy

1. Aims and Objectives

The aims and objectives of home- learning are:

- To reinforce and consolidate learning in the classroom
- To practise skills taught in lessons
- To develop pupils' independence and resilience
- To encourage pupils to develop and share personal interests and hobbies
- To promote discussion between parent and children's learning in school.

Current Practice, Organisation and Delivery

Home-learning provides essential time for children to practise and consolidate knowledge and skills taught in the classroom. Activities are linked to planned activities across all curriculum subjects.

In Early Years Foundation Stage 1 children will be provided with a story book, phonic book or related activity; other activities may include a family-based activity; for example, collective worship. As children progress with reading, we ask that they practise reading for short periods every day so that they develop reading fluency, skills and comprehension. Where possible, parents are encouraged to read short stories with their child, recite rhymes and play word games. Sharing books is an essential factor in nurturing a child's progress and love of reading.

In Foundation Stage 2, children may be given groups of spellings for the week, usually high-frequency words, alongside daily reading. Every week, individuals can be given the class puppet, music or prayer bag to share activities within the family home.

As children transfer into Key Stage 1, daily reading periods should be extended to approximately fifteen minutes; this can include sharing books and reading together. Children will be given one list of spellings (between 5 and ten words) based on the patterns taught in the same week, or an individual list of target words if he/she requires additional support. A weekly English/topic task, or a maths activity is set for the week, but this is not necessarily a written activity. Sometimes, homework provides an opportunity for children to learn/talk about a topic at home before studying it in school. When children are asked to research a topic, or subject, we encourage them to use the local library, as well as the Internet, under supervision.

In Key Stage 2, children are expected to continue daily reading in order to develop fluency, speed and intonation. The amount of independent home- learning should be increased. It is essential that, even when children become fluent readers, they continue to practise daily, recall what they have read and practise reading aloud, to develop confidence, expression and intonation when reading in front of an audience. Children will generally either have one piece of maths work or one English based task every week; the English homework may also be related to other subjects. Pupils in years Y5 and Y6 homework will increase to English/RE/topic and maths each week.

Spelling are set each week and follow the National Curriculum recommendations. The number of spellings will be no greater than 10.

Marking and Feedback

Home- learning may be marked by the teacher, or through peer-marking through discussion with the whole-class. This may then be followed-up in subsequent learning activities. Children should be praised and rewarded for effort, as well as achievement; we believe this is essential in promoting positive attitudes and resilience. Parents and carers are encouraged to make comments in the child's home- learning diary, if the child has found the activity too challenging, or easy. We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach. This is essential information which informs learning in school.

RE

Pupils will be asked to lead a collective worship, or RE- based activity as an alternative to English or maths. This will be linked to their learning, or practice, in the classroom.

Sacramental Preparation.

In Year 3, children are prepared to receive the sacrament of Reconciliation and the Eucharist. The 'Do this in Memory' (THUMB) scheme is used in joint partnership and includes family engagement with activities. Prayers are taught throughout the school day and we encourage collective worship with the family at home

Children are prepared for the Sacrament of Confirmation in Year 6, Parents and families are invited to attend a series of meetings and to work in partnership with school and parish. Pupils follow the Diocesan 'Learning and Growing as People of God' Programme and the 'Gifts of the Holy Spirit.'

Prayer Bags

At St. Gregory's we encourage children to develop a personal relationship with God through prayer. In each year group, pupils pray several times per day so that children and adults are given opportunities to communicate with God, to thank Him, ask for His help or forgiveness and to praise Him. In every year group, children are given a 'prayer bag' which gives the opportunity for the family to gather together, share a story from the Bible and say prayers.

Time Spent on Home- Learning Activities?

As children grow in maturity, and their concentration span increases, the amount of time spent on home-learning activities should steadily increase. It is school policy that children should not be given excessive tasks or activities to complete, but must be allowed sufficient time- usually one week, or for older pupils 3 days -to complete any activity which requires some form of recording for submission to the class teacher. If parents and carers are concerned about the amount of home-learning activity set for a child, this should be discussed with the class teacher at the earliest opportunity. It is not the intention of the school to place unnecessary pressure, or burden, on pupils or families as a result of homework; rather, this should allow time for parents and children to celebrate effort and talk about a child's learning and achievements.

