

## **Chewton Mendip Church of England Primary School.**

### **Learning at home**

Learning activities given to children in our school will be relevant, meaningful and link to learning in school. They are not intended to be a cause of stress in the family and must allow time for the child to take part in a range of out of school interests, to have time to play and learn good social skills. The National Curriculum 2014 states: "Schools should do everything to promote wider reading. .... and set ambitious expectations for reading at home"

We believe that children should:

- Have time to experience the joy of playing and learning through play.
- Be exposed to a variety of activities other than those offered in school.
- Mix with children and adults in different situations.
- Learn new skills.
- Have time to get to know themselves as learners.

We do expect the children to take a pride in work done at home, complete it within the set time scale to the best of their ability and help develop good study habits.

We ask parents to:

- Supervise home learning to ensure that it is completed fully and well. However, as pupils grow up parents should be able to "take a step back" and encourage their child/ren to work more independently.
- Provide paper and pencils and pens.
- Do a reading activity daily with their child(ren).
- Help with research by visiting the library or places of interest with their child.
- Where possible to encourage different ways of presenting work, eg. Poster, ICT, oral presentation.
- Provide a clean, quiet place for learning to help develop good writing habits.
- Ensure that the child meets deadlines set by the teacher.
- Encourage child/ren to self evaluate their own work ie have they done their best /what has been set?
- If there are persistent problems with children finding home learning difficult to speak to the class teacher as soon as possible,

Activities are set by each teacher to:

- extend learning at school,
- practice skills,
- encourage research, develop reading and maths

and will include the following type of activities over an academic year.

### **Early Years.**

We would like parents to share books with their child every evening in a variety of ways for example:

- Helping to learn new words or sounds (phonics)
- Sharing books brought home from school
- Reading and looking at library books

- Reading and talking about stories with their child
- Reading text all around them - notices, signs, shopping lists etc.

Do regular maths activities which link to daily life for example:

- money,
- language eg. How many? Longest, shortest, more than, less than.
- Time,
- Weighing language, heavier, lighter, same as,
- Matching, 1 to 1
- Maths games.

### **Years 1 and 2**

- Daily sharing of books as above but reading skills are now becoming more developed.
- Spelling
- Maths games, mathematical language.

### **Badger class.**

#### **Daily.**

- Reading and sharing variety of books, developing fluency & understanding

#### **Weekly**

- English activities eg spellings, word searches, sentence building
- Maths games & activities eg tables, number bonds, mental maths practice
- Topic activities & research - different focus each term

### **Squirrel class.**

#### **Daily**

- Reading books from school and home.

#### **Weekly**

- English linked to learning in class or
- Topic research
- Maths games or a mathematical activity.

### **Fox class.**

#### **Daily**

- Read at home and discuss books with parents.

#### **Weekly**

- Maths or English linked to class learning.
- Class work to finish on occasions
- Individual Personalised learning

### **Marking**

Marking of home learning may take a variety of forms: by an adult, by a peer or by the pupil themselves. Class or group discussion may also be used to evaluate home learning and promote further thinking.



