



Together we learn, together we succeed

Home Learning Policy 2023

Approved by:

Rusper Full Governing
Board

Date: 19.10.23

Last reviewed on:

Next review due by: October 2025

1. Scope

This policy is aimed to support staff, parents and governors in how Rusper Primary School use Home Learning to support pupils further develop their understanding of the curriculum at home.

1.1 Staff

For staff at Rusper Primary School, the policy will aim to provide further support and information on how Home Learning supports pupils continue their development outside of school.

1.2 Parents

For parents of pupils at Rusper Primary School, the policy will aim to provide further information and support on how Home Learning can be a useful tool to support children in their learning progress from a home setting.

1.3 Governors

For governors of Rusper Primary School, the policy will aim to provide further information on what Home Learning is set and why it is an important tool to support children to develop further in a home setting.

2. Aims

The aim of this Home Learning policy is to provide opportunities for students to:

- Consolidate and reinforce the learning done in school
- Develop the skills of an independent learner
- Extend their learning in particular areas of the Curriculum
- Practice and master skills at their own pace
- Develop good work habits and time management skills
- Build a partnership between home and school to support each child's learning

At Rusper Primary School, this policy is designed to meet the needs of all pupils, regardless of their ability or background. It is intended to be flexible enough to allow for differentiation and to accommodate the different needs of pupils. It also aims to be realistic and achievable where it should not be so burdensome that it discourages pupils from learning. Finally, the policy will be communicated clearly to pupils, parents, staff and governors. Everyone should understand the purpose of Home Learning, the expectations for pupils, and the resources that are available to support them.

3. Introduction

At Rusper Primary School, we believe that there are many benefits of Home Learning. These are:

- **Improved academic achievement.** Home Learning can help pupils to learn and retain information better. It also gives them the opportunity to practise skills that they have learned in class and to apply them to new situations.
- **Development of independent learning skills.** Home Learning teaches pupils how to learn on their own, without the supervision of a teacher. This is an important skill for success in school and in life.

- **Improved time management and organization skills.** Home Learning requires pupils to plan their time and to organize their materials. This helps them to develop important life skills that will be useful in school, work, and other areas of their lives.
- **Increased responsibility and self-discipline.** Home Learning teaches pupils to be responsible for their own learning and to complete tasks on their own. This can help them to develop self-discipline and to become more independent learners.
- **Enhanced problem-solving skills.** Home Learning often requires pupils to solve problems. This helps them to develop their critical thinking skills and to learn how to tackle challenges on their own.
- **Improved communication skills.** Home Learning can give pupils the opportunity to communicate their ideas and knowledge in writing and verbally. This can help them to develop their communication skills, which are essential for success in school and in life.
- **Stronger parent-teacher communication.** Home Learning can provide a way for parents and teachers to communicate with each other about the pupil's progress. This can help to ensure that the pupil is getting the support that they need.

We also hold a high belief that Home Learning can support learners to develop their skills and understanding around our curriculum drivers of **Community, Growth, Diversity and Oracy**. These drivers run through and connect all learning. Home Learning is an important part of that where as a school we can grow parent-teacher communication, develop independent learning skills and push forward a greater understanding of discrete vocabulary.

It does need to be noted that Home Learning is not a statutory requirement made by the Department for Education. However, as a school, because of the statements above, we believe that Home Learning is a vital tool for pupils where it, *“has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry and prepare for lessons” (Education Endowment Fund, 2021).*

4. School Approach to Home Learning

At Rusper Primary School, there are multiple approaches to Home Learning. This starts in the Early Years Foundation Stage (EYFS) and builds up through to Year 6, linking with the National Curriculum. These approaches are: Tapestry in EYFS, Home Reading Expectations and DoodleLearning.

4.1 Early Years Foundation Stage (EYFS)

At Rusper Primary School, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. (See Early Years Foundation Stage Policy for more details)

In the EYFS, learning is mainly about discovery and skill development through play. To support this, we use Tapestry to record observations of children as they carry out their learning journeys. Learning takes place everywhere so we encourage parents to record photos and comments of children's Wow moments! Each week, the class teacher will set challenges related to class learning themes eg “can you go for a walk and collect some different leaves to bring into school”. “Can you read and say these ‘i’ words”. Thus we aim to create a two-way learning dialogue between home and school. Pupil's home learning helps to build evidence which the class teacher can use to make accurate assessments of each child's development in each the EYFS areas of learning.

4.2 Home Reading

Intent

“Schools should provide library facilities and set ambitious expectations for reading at home”. (National Curriculum Statement)

Rusper Primary School places significant importance on regular reading at home as a route to

- developing core reading skills
- building vocabulary
- promoting a love of reading
- furthering broad academic attainment

Pupils will regularly and systematically select books from the school library in a way that achieves that achieves the above aims. They will select a mixture of ability-based fiction and pure choice across all genres (fiction, graphic novels, non-fiction, biographies etc)

Expectations

At RPS, reading at home is expected regularly for every child.

At home, our expectations for reading engagement are

- **Emerging** readers (all pupils up to the age 9, and those who remain at an earlier stage of development and confidence between 9 and 11 years) will read to an adult / older sibling.
- **Confident** readers can read independently, but should talk with an adult / older sibling about their reading each time.

KS2 teachers will advise about your child's confidence level with reading at the first parent's meeting of the year.

At home, our expectations for reading outcome are as follows

- **EYFS/KS1**
Four times a week at home for 10 mins + at least 3 signings of Reading Diary
- **KS2**
Three times a week for 15 mins + at least 3 signings of Reading Diary

How Parents/Carers Can Help

Parents will be supported to, in turn, support their child with reading at home through the use of guidance and discussion prompts. See appendices 1-3

4.3 Doodle Learning

Rusper Primary Schools Approach to using DoodleLearning

At Rusper Primary School, we have adopted a suite of resources called 'DoodleLearning'.

DoodleLearning focuses on developing pupils understanding and building their confidence in areas of Maths and Literacy. As part of this, the children will have access to the following apps:

DoodleMaths: Filled with 40,000+ interactive exercises, DoodleMaths builds numerical reasoning and problem-solving skills, giving learners core skills they can use in the classroom and beyond.

DoodleTables: Going beyond instant recall, DoodleTables helps children to understand the relations between helping them to memorise and master their times tables.

DoodleEnglish: Covering spelling, punctuation, grammar and comprehension, DoodleEnglish builds core literacy skills and explores language in real-life contexts, bringing the curriculum to life like never before.

DoodleSpell: DoodleSpell helps learners to understand the meaning behind words and how to use them in sentences, improving their vocabulary and taking them beyond 'look, write, cover, check'.

Every question and topic explanation has been carefully crafted to suit all types of learner, ensuring that Doodle is accessible to all. By setting work at just the right level, Doodle lets all children work without supervision, helping to boost their confidence and resilience. And, with thousands of fun and interactive games, learning doesn't feel like learning! Plus, by rewarding effort over ability, even the least confident pupils work alongside each other and experience ongoing success.

With DoodleLearning, it is a child-centred approach making individual achievement possible at the pupil's own level. In relation to this, Doodle creates a unique work programme tailored to each child's needs. It automatically fills learning gaps and tops up knowledge. Doodle highlights where each child's gaps are via the online Teacher Hub. Staff can set extra work in just a few clicks, making it easy to plug specific gaps and offer additional support where needed. There are also accessibility options, including hints, audio dictation and coloured overlays, are also on hand to support pupils, raising confidence and independence.

Home Learning Expectations

At Rusper Primary School, we recommend that spending 10 minutes a day in each app will help improve pupils progress. Based on answering 18 questions a day, data from baseline assessment results of 60,282 children between Feb 2021-Feb 2022 found that using Doodle for 10 minutes a day is proven to double a child's rate of progression. Therefore, we can clearly see the importance of regular access to the apps and how this will help support pupils' individual achievements. However, we recognise that a teacher might direct engagement in a particular app to help plug any gaps related to learning.

How Parents/Carers Can Help

To best support the Home Learning using DoodleLearning, we encourage parents/carers to (where possible) ensure that the children get regular access to the apps to ensure the best progress possible. Whilst children are accessing the apps, we encourage their work to be as independent as possible. The app has useful help and hint sections that can support greater independence at home.

We also recognise that there might be connectivity issues or lack of resources outside of school. If this is the case, staff will work with parents to ensure that pupils have access to the DoodleLearning resources within the school setting.

How to help your child with reading

In Years 1 + 2 word reading using phonics knowledge and skills is key to early reading development. This combined with encouraging reading for pleasure, motivation to read and simple comprehension skills will all help your child become a confident, fluent reader.

At RPS we use the **VIPERS** method to teach key reading comprehension skills.

Here are some questions, based on VIPERS that you can use to help your child talk about the book he/she is reading.

V = Vocabulary

What does the word _____ tell you about the character/setting?

Find one word in the text that means _____.

I = Inference

How do these words _____ make the reader feel?

How can you tell that the character is... happy/sad etc?

P = Prediction

From the front cover, what do you think this book is going to be about?

What do you think will happen next? What makes you think this?

E = Explain

Who is your favourite character? Why?

Is there anything you would change about this story?

R = Retrieve

Why did _____ happen?

Where did _____?

What happened to _____?

S = Sequence

What was the first thing that happened in the story?

Can you tell me about the beginning/middle and end of the story?



How to help your child with reading

In Years 3 + 4 children use their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. This combined with encouraging reading for pleasure, motivation to read and specific comprehension skills will all help your child become a confident, fluent reader.

At RPS we use the VIPERS method to teach key reading comprehension skills. Here are some questions, based on VIPERS that you can use to help your child talk about the book he/she is reading.

V = Vocabulary

Which keyword tells you about the character/setting/mood?

Find one word in the text that means _____.

I = Inference

How do these words make the reader feel? How does this paragraph suggest this?

What voice might these characters use?



P = Prediction

From the front cover, what do you think this text is going to be about?

What does this paragraph suggest will happen next?

What makes you think this?

E = Explain

Which section was the most interesting/exciting part?

What is the author's point of view?

R = Retrieve

How would you describe this story/text? What genre is it? How do you know?

Who had...? Who is...? Who did...?

S = Sequence

What was the first thing that happened in the story?

Can you summarise in a sentence the opening/middle/end of the story?



How to help your child with reading

In **Years 5 + 6** children use their comprehension skills to participate in discussions about books that are read to them and those they can read for themselves. This combined with encouraging reading for pleasure, motivation to read and specific comprehension skills will all help your child become a confident reader.

At RPS we use the **VIPERS** method to teach key reading comprehension skills. Here are some questions, based on VIPERS that you can use to help your child talk about the book he/she is reading.

V = Vocabulary

Find and highlight the word that is closest in meaning to.....

Find a word or phrase which shows/suggests that.....

I = Inference

What voice might these characters use?

Who is telling the story?

What impression of do you get from these paragraphs?



P = Prediction

Do you think the choice of setting will influence how the plot develops?

Do you think... will happen? Yes, no or maybe?

Explain your answer using evidence from the text.

E = Explain

How does the author engage the reader here?

Which section was the most interesting/exciting part?

How are these sections linked?

What is the author's point of view?

R = Retrieve

What can you learn from from this section?

Give one example of.....

The story is told from whose perspective?

S = Sequence

Can you summarise in a sentence the opening/middle/end of the story?

In what order do these chapter headings come in the story?