

# WHITENESS PRIMARY SCHOOL



# HOME LEARNING POLICY

September 2022

## Introduction

Much of the information contained within this policy has been taken directly from the following site:

Education Scotland's Parentzone: [Learning at home | Parent Zone \(education.gov.scot\)](#)

By following the links they can be read in greater depth but below I have given some summarising information.

### **Why have we changed the name Homework to Home Learning?**

To reflect that it is more fun for us to do together and that we learn better when we share and talk about things. Parents, carers and other family members can and do make a real difference to children's education. When parents and schools work together, children do better.

### **What is Home Learning?**

Home Learning is the name given to those tasks which take place out of school but which are relevant to curricular objectives and learning outcomes. Home Learning is intended to bring families together to engage in meaningful learning tasks.

### **Why is Home Learning important?**

Home Learning helps your child to:

- learn how to organise and manage their time
- take more responsibility for their own learning
- practise and build on what they have learned at school
- develop confidence to deal with frustrations, overcome difficulties and solve problems
- learn and work independently in the future.
- share their learning with parents and carers.

At Whiteness Primary School we see the purpose of Home Learning as follows:

- To help raise the attainment of every pupil;
- For practice and consolidation of classwork e.g. reading, number practice, tables, letter sounds, alphabetical order and spelling;
- To offer access to resources not available in school and developing skills in their use e.g. watching weather forecasts on television, gaining information from newspapers, food packets etc and gathering information from parents/grandparents etc;
- To prepare pupils for future classwork e.g. gathering information, reading and bringing objects from home;
- To encourage pupil ownership and responsibility for learning;
- To help pupils to organise and plan their time, developing good work habits and a degree of self discipline;
- To increase one to one attention for certain tasks e.g. oral reading and times tables;
- To support tasks given for individual learning needs providing information for parents in a variety of subject areas, giving real opportunities for parental co-operation and support and creating a shared agenda for home-school liaison and dialogue;
- To provide opportunities for parental co-operation and support, and the involvement of parents in their child's schooling: *"When parents are involved children do better and achieve more."*
- To allow, from time to time, an opportunity for work not completed in school, to be completed at home.

### **When do I get Home Learning and when do I hand it in?**

Home Learning will be set on your child's class Glow Blog on a Tuesday, with work completed by the following Monday and either brought back into school , photographed and emailed or evidence seen on an online platform- such as Sumdog. This allows you to use your weekend for Home Learning or not, whichever suits your home life the best.

### **Will I have Home Learning every week?**

No. We have decided we will not set Home Learning for the first and last week of every term.

### **What Home Learning will I get?**

You will have numeracy and phonics / spelling Home Learning. During the COVID-19 pandemic, school reading will be completed in school. We would ask you to encourage your children to read a book or comic etc. of their own choice

for a short time each day. Sometimes other tasks may be set with relation to the different contexts of learning taking place in school.

## **How can I support Home Learning at home?**

General tips:

- Listen, talk, and encourage – this can have a big influence on children's learning
- Encourage your child to talk to you about their learning, what learning is happening at school and do what you can at home to build on that.
- Talk to your child about their strengths and interests and how they are progressing.
- Encourage your child to talk to you about their next steps in learning and find out how you can work with the school to support this
- Ask for help if you think your child needs it for any reason.
- Praise your child if he/she is working hard at something or has achieved something within or out of school.
- Encourage any reading.(Please see Appendix 1)
- Listen to your child read, discuss what they have read and clarify new vocabulary and content.
- Look for opportunities at home to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information. (Please see Appendix 2)
- Encourage your child to take part in activities, for example hobbies or clubs, which will provide opportunities to develop a range of skills.
- Help them work on tasks on their own and then talk about it with you afterwards.
- Do things together where appropriate – learn together, for example if your child has a project or task to do, take an interest and discuss with them what they are doing or offer support if this is needed.

## If we take a family holiday in term time, can we take work away with us?

Class work will not be given to pupils going on holiday. This is because the child will not have been part of the teaching and learning involved with the tasks. Pupils should be encouraged to keep a holiday diary or similar.

If at all possible consider taking holidays during the breaks from school as significant time away from school can have a lasting effect on pupils' attainment over time.

### Every School Day Counts Attendance percentages can be misleading

100% attendance	0 Days missed	Gives your child the best chance of success
95% attendance	9 Days of Absence (1 week and 4 Days of Learning Missed)	
90% attendance	19 Days of Absence (3 Weeks and 4 Days of Learning Missed)	Less chance of success. Makes it harder to progress
85% attendance	27 days of absence (5 weeks and 3 days of learning missed. Almost half a term missed)	Serious implications for learning and progress
80% attendance	36 days of absence (7 weeks and 3 days of learning missed. Three quarters of a term missed)	
75% attendance	45 days of absence 9 weeks and 1 day of learning missed. (More or less a whole term missed)	



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good reading habits

# Early Years

- ✓ Snuggle up and read with your child every day. Have a special place to keep your books.
- ✓ Take your child to the library, let them choose exciting books with flaps, different textures, colourful pictures and sounds, and get them a library card.
- ✓ Let your child act out the story. They might be moving but they are still listening!
- ✓ Talk about interesting words and what is happening in the book.
- ✓ Talk about reading from left to right and show your child, by using your finger, how to trace the words.
- ✓ Show your child how much you love reading and use expression and humour when reading to them.
- ✓ Say rhymes and sing songs together and let your child fill in the rhyming words at the end of the sentence.
- ✓ Make mistakes in familiar songs and rhymes... and get caught!
- ✓ Take time to listen to your child's ideas and opinions - they have lots of them!
- ✓ Point out, and talk about, the words all around you, for example the name of the shop you are in, labels on food, familiar street names.
- ✓ Give your child their own short shopping list with words and pictures.
- ✓ Make your own picture books.
- ✓ Play I Spy (use the letter sounds).





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# Primary

- ✓ Visit the library regularly. Let your child choose their own book from the relevant section and use their own library card.
- ✓ Pick books that are at the level your child is able to read, and use newly learned words in interesting sentences.
- ✓ Show your child how much you enjoy reading (even if it's a newspaper) and let them see you use a dictionary.
- ✓ Read different types of books to let your child experience different kinds of language.
- ✓ Talk about the story, using the pictures. Include the characters, the setting and the plot (books don't need to have words in order to tell a story).
- ✓ Talk about words that are the same but have different meanings (jam goes on your toast, as well as meaning cars stuck in traffic).
- ✓ Give your child time (10 seconds) to sound out words they don't recognise straight away.
- ✓ When you talk to your child, use some interesting words and talk about what they mean. Try changing the first letter in a word to make a new word.
- ✓ Ask your child to help you write the shopping list and match it to items in the shop.
- ✓ Use personal experiences as opportunities for you and your child to notice words in your environment (for example shops, street names).
- ✓ Play fun games with cards (Top Trumps, Pairs, Snap) and encourage your child to read out the rules for favourite games.
- ✓ Take turns to read aloud at story time and be an enthusiastic listener when your child reads aloud to you.
- ✓ Have a special place to keep your books at home and a special time to read them.
- ✓ Take a book everywhere you go and make up stories as you travel, with each of you adding a new line.

# Information handling



**Early years**  
Make your child aware of emergency services and how to phone the police, ambulance or fire brigade for help.

**Early years**  
When you travel together talk about the numbers you see on the road signs

**Primary - First/Second level**  
Decide what 'wash' setting on the washing machine to use

**Primary - First/Second level**  
Discuss league tables and the chances of their favourite team winning

**Secondary - Third/Fourth level**  
Plan when measuring/calculating for home improvements e.g. flooring, quantity of paint, bathroom, fitting in new furniture into given space (accuracy & tolerance)

**Secondary - Third/Fourth level**  
Look at graphs and charts online, on TV or in the newspaper and discuss the results





**Early years**  
Count how many steps there are from the gate to the front door and talk about the differences in the size of your steps

**Early years**  
As you tidy up, encourage your child to arrange toys and books in order of size

**Primary - First/Second level**  
Estimate and take their own measurements – height, weight, shoe size

**Primary - First/Second level**  
Allow your child to wrap presents, estimating and cutting the amount of paper required

**Secondary - Third/Fourth level**  
Follow a recipe independently

**Secondary - Third/Fourth level**  
Use prices per kilogram to calculate the approximate price of an individual item in the grocery section of the supermarket

# Mental Calculation



**Early years**  
Count how many things are in the fridge

**Early years**  
Go for a walk and count how many jumps, claps or steps you can make

**Primary - First/Second level**  
Play games which involve calculating scores e.g. bowling, darts, tennis, cricket

**Primary - First/Second level**  
Handle amounts of money when shopping: calculate the total costs

**Secondary - Third/Fourth level**  
Calculate the price to fill up the car tank with petrol or how much it will be for a journey

**Secondary - Third/Fourth level**  
Estimate total cost and amount of change to help work out correct change by mental calculation. Estimate costs for buying several items - will I have enough money?



**Early years**  
Count the coins with your child as they put them into their piggy bank

**Early years**  
Give your child some money to buy things while shopping

**Primary - First/Second level**  
Have responsibility of caring for pets, for example, deciding how much food to buy for the dog for a week

**Primary - First/Second level**  
Calculate the cost of a home delivery or take away and work out the change due

**Secondary - Third/Fourth level**  
Budget a set amount for school lunches, weekly travel and clubs etc.

**Secondary - Third/Fourth level**  
Research best deals when planning a large purchase such as mobile phone tariffs/contracts – comparison websites





**Early years**  
Point out the time on the clock by noticing and chatting about where the hour and minute hands are

**Early years**  
Play board games which need the use of dice e.g. ludo or snakes and ladders

**Primary - First/Second level**  
Explain how they work out the value of the graduations on the scales on measuring equipment

**Primary - First/Second level**  
When baking, encourage your child to explain how they worked out quantities for making 18 cupcakes from a recipe for 6

**Secondary - Third/Fourth level**  
Calculate total costs for items being purchased in a shop or online

**Secondary - Third/Fourth level**  
Discuss political articles in the newspaper. Consider the numerical evidence, interpret graphs and tables



**Early years**  
Help your child to become aware of time passing, by encouraging your child to notice seasonal changes all around

**Early years**  
Point out the time on the clock, particularly at breakfast, dinner or bedtime

**Primary - First/Second level**  
Allow your child to be in charge of setting the timer while you cook together, this will develop skills in estimating time and provide opportunities for calculating time durations

**Primary - First/Second level**  
Read and use a bus or train timetable to find out what time you leave/arrive

**Secondary - Third/Fourth level**  
Work out how much fuel will be used on a journey, working out average speed for a journey

**Secondary - Third/Fourth level**  
Discuss time differences when travelling abroad, calculate flight times taking these into account