

In addition to these regular activities, older children should be given some home learning, gradually increasing in its demands, of other kinds. Again, this is differentiated where appropriate to take account of individual pupils needs and might include:

- finding out information;
- reading in preparation for lessons;
- preparing oral presentations;
- more traditional written assignments.

The Government believes that a sensible programme of home learning activities for children in:

Key Stage 1 should be designed to take, on average, about 1 hour a week.

At Key Stage 2 the demands should gradually increase so that by Years 5 and 6 children are spending about 30 minutes a day (two and a half hours a week) on home learning.

Recommended time allocation for home learning in Primary Schools:

Years 1 and 2: 1 hour/week (reading, spellings, other literacy work and number work)

Years 3 and 4: 1.5 hours/week (literacy and numeracy as for Years 1 and 2 with occasional assignments in other subjects)

Years 5 and 6: 30 minutes/day (regular weekly schedule with continued emphasis on literacy and numeracy but also ranging widely over the curriculum)



Please see your child's class teacher if you need any further guidance or advice.

WORKING *TOGETHER* FOR THE BENEFIT OF YOUR CHILD SO THAT HE/SHE *WILL* SUCCEED

DUNSTON PRIMARY and NURSERY SCHOOL



HOME LEARNING EXPECTATIONS

How Parents and Carers Can Help Their Child

Why is Home Learning Set?

Home learning helps:

- children to gain the appropriate skills and staying power that will assist them through a successful schooling period.
- support the development of independent learning skills, and provides parents with an opportunity to take part in their children's education.
- to develop an effective partnership with parents / carers and the school in pursuing the aims of the school.
- consolidating and reinforcing skills and understanding, particularly in literacy and numeracy.
- exploiting resources for learning, of all kinds, at home.
- extending school learning, for example through additional reading.
- encouraging pupils as they get older to develop the confidence and self discipline needed to study on their own, and preparing them for the requirements of secondary school.

As a parent or carer, you have a very important role to play in helping your child learn. Some parents are afraid of doing the wrong thing. (If you are unsure about how to help, you can always ask your child's teacher.) The most important things you can do are:

- Take an interest in what your child is learning at school, and encourage them to tell you about it.
- Praise them when they have done well.

In primary schools the purposes of home learning change as children get older.

For children in Key Stage 1, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose and the activities children do at home may not be described as home learning.

Short activities of different kinds simple games, learning spellings and number facts and, of course, reading together provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older home learning provides an opportunity for children to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 6 their home learning programme should cover a wide range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and also ensure that, in relation to home learning as much as to other aspects, their transition to Year 7/secondary school is as smooth as possible.

In the Government's view the main focus of home learning for children at primary schools should be on literacy and numeracy. Science and other subjects should be added to the programme as children move up the school, without losing this focus on literacy and numeracy.

Again, home learning does not just mean formal exercises carried out by children without help from adults. Particularly in the case of younger children, it is the involvement of parents and carers in joint activities, which can be very brief, which is most valuable in promoting children's learning.

Regular reading is vital.

For children in Key Stage 1 home learning should very largely consist of regular reading with parents and carers, looking at books together. Reading practice and listening to others read then continues to be essential right through primary school. One of the key messages for parents and carers from the Government is that all primary school age children should either read to their parents or carers, listen to them reading or, if they are fluent readers, read on their own for at least 10 to 20 minutes a day. This may be done in the context of home learning, for example a six year old reading her school reading book to a parent or a ten year old reading a reference book for a history project. Or it may be done separately parents reading stories to children or children reading out signs or notices on the way to school.

Other literacy related home learning will include, of course, learning spellings and practising correct punctuation. In numeracy, the report of the Numeracy Task Force recommends that schools set number games and tasks, and more formal exercises for older children, that they can do at home, involving parents or carers. These should be set about twice a week for all children, with additional, more substantial or more challenging activities set at the weekend for children in Key Stage 2.