



## Home Learning Policy September 2024

At Wheatlands Primary School we recognise and value the contribution that learning in the home environment can make to children's education.

It is known that parents are the most important influence in a child's life. Any educational initiative can only be fully effective if there is partnership between parents, children and providers. This policy sets out the purpose and benefits of home learning and the guidelines we follow when setting home learning activities for our children.

### Definition

We view 'home learning' as tasks and activities that are undertaken outside of school curriculum time.

### Aims:

At Wheatlands we believe that home learning should:

- Involve parents and carers in their child's education
- Allow children to practise the basic skills of reading, writing and maths which are key for success in life as well as developing knowledge and skills across the wider curriculum
- Complement and extend the learning completed at school
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently

### The Role of Parents and Carers:

The support of parents and carers is essential for children to make the most of their home learning opportunities.

Parents and carers can help by:

- Encouraging children to complete the tasks that are set for them, explaining how it can help their learning.
- Providing a suitable place, away from distractions, where children can work.
- Becoming actively involved and supporting their child with the different activities.
- Giving due importance to non-written tasks such as listening to children read on a regular basis and the school's promotion of reading.
- Assisting with the learning of spellings and times tables.
- Keeping school informed of any changes in the child's circumstances which may affect learning.

### Tasks

It is important to remember that home learning activities can be set in many different forms with different expectations and outcomes, the nature and type of homework changes throughout a child's school life.

At the start of each term a Homework Grid will be emailed to parents and sent home with the child. This grid includes tasks the child can choose to complete each week linked to learning across the term. Tasks can be presented in many different forms depending on the nature of the activity chosen. 'Wild Card' tasks are offered where the child can choose to present anything at all as long as it is linked to an area of learning across the curriculum.

An example of a Homework Grid can be seen on page 3 of this policy.

### Making it Manageable

Homework should **not** be a stressful experience between parent and child. This leads to poor learning and defeats the whole purpose. Please contact your child's teacher if this is happening.

Depending on the age/task set homework may be marked together in class.

Children will be encouraged to complete homework tasks through the school's reward system (rather than being punished for non-completion). No child will be kept in at playtimes to complete homework, if they request to an opportunity can be provided.

### Feedback

As a school we recognise the importance of providing prompt and accurate feedback to children, parents and carers on how well home learning tasks have been tackled and the knowledge, skills and understanding that are being developed. A variety of methods will be used to provide feedback, including:






- Immediate feedback by parents during completion of the task/activity.
- Discussion in class where the home learning tasks form part of the class work.
- Through tests such as spellings or times tables.
- Presentation of the home learning activities and projects to the class.
- Displays of home learning activities and projects.
- Written comments from the class teacher.

We are committed to the highest possible level of partnership and are always open to new suggestions on how we can improve.



**Year 6 Mountains, Earthquakes and Volcanoes Homework Projects.**

Have fun at home learning more about some of the topics and subjects we will cover this Spring Term. You should complete ONE of these activities below EACH WEEK for 10 weeks. You can choose to present it in any form you would like e.g. photos, a model, a booklet, a poster or PowerPoint. Please record your finished projects in your Homework book.

<p align="center"><b><u>Art</u></b></p> <p>With a mountain or volcano of your choice, choose a medium to sketch and draw it in detail - e.g. use charcoal, watercolours, wax crayons etc. Think about your shading and colours and tone (if used).</p>	<p align="center"><b><u>Geography</u></b></p>  <p>World Map</p> <p>Make/Use a map of the world to find and identify different mountains and volcanoes or areas at risk of earthquakes that you are interested in.</p>	<p align="center"><b><u>D.T.</u></b></p> <p>Create your own model of a mountain or volcano of your choice.</p> 	<p align="center"><b><u>English</u></b></p> <p>Get creative and write your own short story involving an earthquake disaster. Think about the location it may be in and the damage caused depending on the Richter Scale.</p> <p align="center">Or</p> <p>Write a newspaper report to inform on an earthquake of your choice - fact or fictional.</p>
<p align="center"><b><u>Geography</u></b></p> <p>Linking to our English work on Shackleton's expedition in Antarctica, research Mount Erebus and create a poster to display your information. <a href="https://easyscienceforkids.com/mount-erebus/">https://easyscienceforkids.com/mount-erebus/</a></p> 	<p align="center"><b><u>Science</u></b></p> <p>Research animals that are considered endangered and give examples of how we can help them to stop becoming extinct. <a href="https://support.wwf.org.uk/">https://support.wwf.org.uk/</a> - this website highlights some of the animals that are at risk.</p> 	<p align="center"><b><u>D.T.- Food</u></b></p> <p>Thinking about Shackleton and his crew, what basic food/meals would they have been eating in 1914? Research what they ate to survive.</p> <p>Have a go at making some snacks that would have given his crew some much needed energy e.g. flapjack, nutritious porridge, smoothies etc.</p>	<p align="center"><b><u>English/Geography</u></b></p> <p>Create a poem to describe the features of a mountain, volcano and/or what happens during an earthquake.</p> <p>Think about the style of poem you would like e.g. acrostic, rhyming, haiku, shape poems etc.</p>
<p align="center"><b><u>Wild Card</u></b></p> <p>Your choice! It's up to you - so enjoy!</p> 	<p align="center"><b><u>Art</u></b></p> <p>Create a collage made up from images of different living things (you could draw the images or use pictures from magazines or newspapers).</p>	<p align="center"><b><u>Maths</u></b></p> <p>The Mystery of the Straw Thief. It is your job to help your team of SOCO's (Scenes of Crime Officers) to solve the clues and identify the straw thief.</p> <p>If you would like to 'work out' the suspect, please collect a 'case file of clues' from Miss Vickers' room.</p>	<p align="center"><b><u>Wild Card</u></b></p> <p>Your choice! It's up to you - so enjoy!</p> 