



ASPIRATIONS



Ocean Academy Poole
an Aspirations Academy



ASPIRATIONS
LIGHTHOUSE SPECIALISM
CURRICULUM

HOME LEARNING POLICY

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Owner:	Ocean Academy		

Ocean Academy – Home Learning Policy

At Ocean Academy, home learning is an important aspect of the learning process. It involves parents, teachers and children in a partnership that aims to raise standards and maximise educational opportunity. Our learning philosophy includes the building of knowledge schemas over time to enable the long term memory to store past learning so that this can be accessed by the working memory at relevant times. Overloading the working memory impedes on the ability to learn new knowledge and skills and so home learning gives our children the opportunity to practise the skills they are learning in school.



Regular home learning can:

- Help parents gain insight into their child's schoolwork, forming a link between home and school.
- Ensure that parents are clear about what their child is expected to do.
- Encourage skills and attitudes which help children improve their educational performance.
- Provide opportunities for individualised work, allowing children to develop the learning skills of independence, communication, resilience and self-motivation.
- Offer access to resources not found in school (public libraries, local museums etc).
- Consolidate and reinforce learning or assist in preparation for future class work.
- Enable pupils to make maximum progress in their academic and social development.
- Develop good work habits and self-discipline for the future.
- Enable children to apply skills in different contexts and deepen understanding.
- Develop strength within their long term memory through practice and effort.

By setting home learning on a regular basis and gradually increasing the quantity from Year 3 to Year 6, our children will be well prepared for the transfer to secondary school.

Spellings:

Each child will have a set of spellings sent home that will be tested and then continued to be revised and used in context the following week. These words follow National Curriculum spelling patterns and some topic words.

To support learning spellings at home, parents can:

- Talk about the word meaning in a variety of contexts
- Discuss when this word would be used effectively
- Support your child to learn how to spell the word and its variations
- Support your child to think of other words that have a similar meaning (synonyms) or the opposite meaning (antonyms)
- Investigate how the meaning of the word changes if you add a prefix or suffix (e.g. different or indifferent)
- Model the use of the word in everyday contexts
- Look at the Learning Journey Maps on the academy website to support the development of knowledge in key topic/subject areas

Reading:

Reading is important at any stage of a child's development and it is vital that young children are read to and with as well as reading or attempting to read for themselves. It is essential that an enjoyment of books is seen as an

integral part of reading. Sharing text with children remains important at KS2. This could include a discussion on a variety of book- fiction, non-fiction, magazines, newspapers, comics, electronic texts etc. We encourage all of the family to share in this. Children will come home with their reading book on a daily basis and we hope that parents and carers will share their reading books regularly. All children are able to change books regularly and visit the library weekly. Home/school reading records are given to each child at the start of term.

Homework Letter:

Homework letters for each year group are sent home at the start of the academic year. These letters can be found on the academy website. These letters explain the type and frequency of home learning in each year group.

Home Learning Expectations:

Weekly Home Learning							
Year 3	Home learning to be given out on Friday and collected on Wednesday:						
	<ul style="list-style-type: none">1 piece of home learning per week (maths/English task) completed in their CGP books or on Google Classroom if needed.Reading – the expectation is that your child reads at home every day and that this is recorded in their home contact book at least 3 times per week.Times Tables Rockstars – 2/3 times per week (Please practise x 2, 3, 4, 5, 8, 10 times tables)List of spellings, tested in school weeklySome children will be provided with learning tasks specific to their individual needs, parents will be notified if this is the case.						
	YEAR 3 Spellings						
		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Week 1	-	Topic words - Taken from LJM	Topic words - Taken from LJM	Topic words - Taken from LJM	Topic words - Taken from LJM	Topic words - Taken from LJM
Week 2	Topic words - Taken from LJM	The sound spelt –le at the end of words	Adding suffixes –ment	Spell words with common letter strings: -ough	Silent letters	Endings which sound like –un 3	
Week 3	Adding –ed to root words	Adding –es to nouns and verbs which end in y	Spell words with common letter strings: -ight	Plurals: -es or –ves	Adding the suffix – ly 2	Doubling consonants	
Week 4	Adding –ed to root words which end in consonant letter –y	Adding –er and –est to root words ending in consonant letter –y	Words with the /ei/ sound spelt eight or algh	Plurals: root words which end in –y	Endings which sound like –un 2	ch as 'k' of 'sh'	
Week 5	Adding –ing to root words/	Adding suffixes –ful and –less	Homophones and near-homophones 2	Adding the suffix – ly 1	Adding the suffix -ation	ei, eight, ey	
Week 6	Adding –ing to root words/verbs including those ending in consonant letter –y	Homophones and near-homophones 2	Spell words with common letter strings: -ear	Endings which sound like –un 1	Words ending: –sure –ture	Year 3 & 4 Spelling List	
Week 7	Homophones and near-homophones 1	Contractions: using apostrophes for contractions				Year 3 & 4 Spelling List	
Weekly Home Learning							
Year 4	Home learning to be given out on Friday and collected on Wednesday:						
	<ul style="list-style-type: none">1 piece of home learning per week (maths/English task) completed in their CGP books or on Google Classroom as instructedReading – the expectation is that your child reads at home every day and that this is recorded in their home contact book at least 3 times per week.Times Tables Rockstars – 2/3 times per week (Please practise all up to x12)List of spellings, tested in school weeklySome children will be provided with learning tasks specific to their individual needs, parents will be notified if this is the case.						

- **Year 4 take the national Multiplication Tables Check in the summer term and so practising times tables regularly up to 12x12 not only helps with all mathematical calculations, but will also help them to feel more confident to work out times tables at speed.**

YEAR 4 Spellings

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Week 1	-	Topic Words	Topic Words	Topic Words	Topic Words	Topic Words
Week 2	Topic Words	Adding the suffix -ly 2	Adding the suffix -ly 3	Silent letters	Endings which sound like -un 1	ch as 'k' of 'sh'
Week 3	Adding the suffix -ly	Adding the suffix -ment	Contractions: using apostrophes for contraction	The /ʌ/ sound spelt ou	Adding the suffix -sure -ture 2	ei, eigh, ey
Week 4	Adding -ing to root words/verbs including those ending in consonant letter -y	Adding the suffix -ness	Doubling consonants 2	-ough spellings	Adding the suffix -ment and -ness	Words with the /j/ sound spelt ch
Week 5	Doubling consonants 1	Endings which sound like -sion	Adding the suffix -ation	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que	The / / i sound spelt y elsewhere than at the end of words	Words with the /s/ sound spelt sc
Week 6	Endings which sound like -un 1	Adding the suffix -sure -ture 1	Homophone and near-homophones 3	The suffix -ous	Year 3 & 4 Spelling List	Year 3 & 4 Spelling List
Week 7	Homophones and near-homophones 1	Homophones and near-homophones 2				Year 3 & 4 Spelling List

Weekly Home Learning

- Year 5** Home learning to be given out on Friday and collected on Wednesday:
- 2 pieces of home learning per week (1 x maths task, 1 x English task) completed in CGP books or on Google Classroom as instructed
 - Reading – the expectation is that your child reads at home every day and that this is recorded in their home contact book at least 3 times per week.
 - TT Rockstars – 2/3 times per week (Please practise all x tables up to x 12)
 - Spelling words to be learnt in the home contact book and tested in school weekly

YEAR 5 Spellings

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Week 1	-	Topic Words	Topic Words	Topic Words	Topic Words	Topic Words
Week 2	Topic Words	ch as 'k' of 'sh'	-sure and -ture suffixes	-ous and -ious suffixes	-able suffix	Silent letters
Week 3	Homophones 1	sc and ci	-tion, -sion, -ssion, -cian suffixes	-cious and -tious suffixes	-ible suffix	-fer suffix
Week 4	ing / ed / double consonants	ei, eigh, ey	-ant, -ance suffixes	-cial and -tial suffixes	ei after c, plus exceptions	Hyphens
Week 5	Unstressed vowels in polysyllabic words	gue, que	-ent -ence suffixes	Homophones 2	Homophones 3	Homophones
Week 6	i as y	Prefixes dis- and mis-	Year 5/6 spelling list 1	Year 5/6 spelling list 2	Year 5/6 spelling list 3	Year 5/6 spelling list 4
Week 7	ou + ough	Prefixes in- and im-				Year 5/6 spelling list 5

Weekly Home Learning

- Year 6** Home learning to be given out on Friday and collected on Wednesday:
- 3 pieces of home learning per week (1 x maths task, 1 x reading, 1 x SPAG task) completed in CGP books
 - A written task linked to current learning to be completed in the red home learning book
 - Reading – the expectation is that your child reads at home every day and that this is recorded in their green reading record at least 3 times per week.
 - TT Rockstars – 2/3 times per week (Please practise all x tables up to x 12)
 - List of spellings, tested in school weekly.

YEAR 6 Spellings

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Week 1	-	Silent letters	-fer suffix	Hyphens	-able suffix	Topic Words
Week 2	Topic Words	ch as 'k' of 'sh'	-sure and -ture suffixes	-ous and -ious suffixes	-ible suffix	Consolidation / pre-learning
Week 3	Homophones 1	sc and ci	-tion, -sion, -ssion, -cian suffixes	-cious and -tious suffixes	ei after c, plus exceptions	Consolidation / pre-learning
Week 4	ing / ed / double consonants	ei, eigh, ey	-ant, -ance suffixes	-cial and -tial suffixes	Revise	Consolidation / pre-learning
Week 5	Unstressed vowels in polysyllabic words	gue, que	-ent -ence suffixes	Homophones 2	Homophones 3	Consolidation / pre-learning
Week 6	i as y	Prefixes dis- and mis-	Year 5/6 spelling list 1	Year 5/6 spelling list 2	Year 5/6 spelling list 3	Consolidation / pre-learning
Week 7	ou + ough	Prefixes in- and im-				Consolidation / pre-learning

Children should always be encouraged to approach their home learning tasks with a 'Growth Mindset' and keep on trying, even if they are finding things difficult. Try to foster the language of, "I can't do it yet!"

It is our aim that home learning should never be too onerous nor should it create stress within the family. If parents have any concerns, they should not hesitate to contact their child's class teacher.

There is no time limit set for home learning tasks, but teachers have considered how long each task should take and will set work that is appropriate to age / ability. If home learning is taking an excessive amount of time, parents should contact their child's class teacher or write a comment in the child's home contact book so that the class teacher can respond to this.

We appreciate that some children do extracurricular activities and that family life can be busy. We strongly believe that family time is important which is why we have set very consistent days for the receiving and returning of home learning. The expectation is that parents will adhere to this timeframe. Parents should speak to the class teacher if there are any difficulties.

Online Google homework may be set as appropriate, especially in year 6. If parents have any issues with accessing online learning, paper versions are provided.

The responsibility of teachers:

Teachers will:

- Set home learning in line with this policy.
- Hand home learning out on the agreed day of the week within the child's home contact book where appropriate (or on Google Classroom).
- Provide home learning that is appropriate to the age / ability of the child.
- Contact parents of children who have repeatedly not handed in their home learning.
- Reward children for completing their home learning in line with the school's reward systems.
- Inform parents if there is a problem regarding home learning.
- Give appropriate feedback so that children can recognise their achievements and areas for development.

The responsibility of parents:

Parents will:

- Support the school by ensuring that their child completes the home learning and hands this in on time each week.
- Provide a suitable place for the home learning to be completed.
- Encourage and praise their child when they have completed their home learning.
- Be actively involved and support their child with home learning activities as well as encouraging independence.

- Make it clear that they value home learning and support the school by explaining how completing tasks set helps progress.
- Emphasise that organising time and belongings and meeting deadlines are important life skills and will support their independence, especially when moving to secondary school.
- Speak to the class teacher if there are any concerns regarding home learning or if they are unable to make the deadline.
- Sign the home / school learning agreement.

Parent Commitment:

Parents are annually asked to sign the home/school agreement which includes the statement: *As the parent/carer, I will support and encourage my child with their home learning tasks.* The home/school agreement can be found on the academy website.

The responsibility of the child:

Children will:

- Clearly record the home learning task in their home contact book/CGP book or on Google Classroom.
- Complete the home learning and hand it in on time.
- Have pride in their learning and present their work neatly.
- Organise their time and belongings.
- Listen to advice given by their parent or carer.
- Try to keep a Growth Mindset and keep on trying.
- Look after their home learning book, reading / library book and home/school diary.
- Sign the home / school learning agreement.

Equal opportunities:

All teaching and non-teaching staff at Ocean Academy are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin or social circumstances, have access to a broad and balanced curriculum. Day-to-day monitoring of the Home Learning Policy and the provision of equal opportunities in this respect is the responsibility of the class teacher.

The blended learning Policy

The blended curriculum is designed to suit the needs of our pupils when appropriate . Parents and children will need to sign the acceptable use agreement before access to any online learning can begin. This policy can be found in the policies section of the academy website.