



Home and Remote Learning Procedure

1. Title Page

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3. Statement of Intent

At Higham Primary School we value the importance of home learning, not only in assisting and consolidating pupils learning and progress but in promoting a partnership with parents. Our Home Learning policy gives guidelines about the actual tasks and objectives so that the agreed procedures and outcomes are clearly understood.

3.1 Purpose of home learning

- To practise and develop skills learned in the classroom;
- To encourage positive learning habits at home;
- To encourage pupils to organise their time effectively and develop a sense of responsibility and ownership towards learning;
- To develop a level of independence, increasing as pupils move through the school;
- To encourage communication between home and school, helping to create a partnership

3.2 Types of home learning

All home learning activities will be related to the work pupils are doing at school. The main focus of home learning throughout the school will be to consolidate learning and read at every available opportunity. As would be expected, the home learning will become more demanding as children progress through the school. However, it should always be at a level which is appropriate to the child. There are four main aspects to home learning, although other pieces of work may be set from time to time by individual class teachers, depending on need.

4. Definitions

HPS	Higham Primary School.
DofE	Department of Education.
Governance Professional	A person responsible for management of Governor meetings and document control.
KCC	Kent County Council.
Resources	A committee formed of Governors and staff where all matters relating to school resourcing is reviewed.
SharePoint	The Electronic repository for all Policies, Procedures, reference documents and meeting records to be stored and accessed by staff and governors at Higham Primary School.
Website	The external website of Higham Primary School for communication of external policies, procedures, and other relevant information.



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5. Responsibilities

At Higham Primary School, we recognise each pupil as an individual and aim to give all pupils every opportunity to realise their full potential. We believe that a close partnership between the school, parents and pupils is essential if we are to achieve this aim.

The aim of this procedure is to encourage consistency, equality and fairness in all matters pertaining to the school. This can be done most effectively when all staff, parents and pupils understand their responsibilities and work together towards the same goals.

Attending Higham Primary School, whether staff, parents or pupils, is agreement to commit to follow this procedure as well as understand and commit to the responsibilities in the Home and Remote Learning Policy (HPS/POL/NS-001) and maintain an awareness that advice from the DfE states that refusal to such agreement does not provide exemption for any pupils from the rules outlined by the school.

5.1 Higham Primary School will:

- Provide a safe and secure learning environment.
- Teach and encourage pupils to do their best and achieve their full potential as a valued member of the school community.
- Promote positive values and a caring attitude towards the school community.
- Provide a balanced curriculum of the highest quality and meet the individual needs of every pupil.
- Offer opportunities for parents to become involved in the daily life of the school.
- Contact parents as soon as concerns are raised about a pupil's work, behaviour, attendance or punctuality.
- Have a clear and consistent approach to rewards and sanctions for pupils, as set out in the school's Behaviour Policy.
- Communicate between home and school through notices, newsletters, the school website, emails and general meetings.
- Provide a broad and balanced curriculum which challenges pupils to reach their potential and fulfils the requirements of the national curriculum.
- Negotiate fair codes of conduct and school rules with pupils that develop respect for others Value and celebrate individual achievements.
- Keep parents informed about their child's progress and behaviour, as well as their termly curriculum.
- Welcome parental input and respond to questions or concerns as quickly as possible.
- Allow pupils safe and secure use of the internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents to implement a whole-school approach to online safety.
- Promote good attendance and punctuality.



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5.2 Parents of pupils at HPS will:

- Accept the school's aims, values, policies and procedures to positively support the school.
- Ensure that my child attends school punctually during term time, unless there is a good reason for absence.
- Notify the school by letter or telephone in the event of absence.
- Support the school's policies and guidelines on learning, behaviour, attendance and uniform.
- Support my child with homework that is set and ensure that this is completed on time according to school arrangements.
- Promptly inform the school of any concerns or problems that may affect my child's learning, behaviour or happiness at school.
- Stay informed and up-to-date with the school community by regularly reading notices, newsletters, the school website and emails.
- Support the school in the teaching of safe and secure internet use at home.
- Attend parent meetings with teachers to discuss my child's achievements and progress.
- Inform the school immediately of any changes to my emergency contacts details.

5.3 Pupils at HPS will:

- Work hard and listen carefully to instructions.
- Attend school in the correct uniform.
- Attend school regularly and on time.
- Follow the school and class rules.
- Behave in line with the school's Behaviour Policy at all times to maintain the safety of myself and others.
- Be polite, friendly and helpful to other pupils and adults.
- Tell a member of staff if there is something I am not happy about.
- Do my homework regularly and return it to school on time.
- Bring all the equipment I need to school.
- Take good care of the school environment.

6. Procedures

6.1 Reading

Reading is the single most important indicator of future success in all subjects, so here at Higham Primary School we are passionate about ensuring that all the children in our care are reading at age appropriate level. This includes phonics, fluency and comprehension. In order to achieve this, as well as reading at school, it is vital that the children have the opportunity to read at home. The importance of reading at home, and being read to, cannot be emphasised enough. Initially, this will involve sharing books with an adult but as your child progresses through the school they should become more and more independent. If reading at home is to be effective, it should take place regularly and become a habit for life as children find their own love of reading. There is no doubt that reading at home improves reading ability, but it also has demonstrable impact on progress across the whole curriculum. It plays a big role in increasing vocabulary and understanding grammar and spelling, therefore improved reading ability also has a positive impact on writing skills.



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From a young age, hearing stories and sharing books provides a solid foundation for learning to read, but reading with adults and being read to by an adult is important throughout the primary years, not just for younger children. A child who can read fluently still needs to talk to an adult about what they have been reading, and benefits hugely from having stories read to them which may be a little too challenging for them to read on their own, to help develop comprehension skills and to foster a lifelong love of reading.

The DFE Reading Framework July 2021 stated “First, parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere. Second, book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum”

Researchers in the United States looked at the impact of parents reading with their children and calculated how many words children would have heard by the time they were 5 years old:

Never read to	4,662 words
1-2 times per week	63,570 words
3-5 times per week	169,520 words
Daily	296,660 words
Five books a day	1,483,300 words

6.1.1 Reading Guidance for Reception and Key Stage 1

We expect all children to read for between 10 and 15 minutes every evening each school day, and once at the weekend. All pupils will bring home a decodable reading book that is closely aligned to their phonics knowledge. During the earlier stages of learning to read, we encourage the children to read the same text many times until their expression, confidence and fluency develops. We ask that details of the books they have read be written in their reading diary which we will check on book changing days (twice a week) in school. Please be aware that a response is not always written in reading records due to time limitations.

Pupils will also have the opportunity to select a ‘Reading for Pleasure’ book, this is a book that can be shared with parents and carers to help develop a love of reading. These books will be changed twice a week.

When children have completed the Read Write Inc scheme, children will progress to Accelerated Reader (Please see below for further details)



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6.1.2 Reading Guidance for Key Stage 2

At Higham Primary School we expect all children in Key Stage 2 to read at home for at least 15 minutes every school day, and once over the weekend.

In Key Stage 2, children use the Accelerated Reading Programme to select their own books to read at their reading and comprehension level. Children are assessed regularly throughout the year using a STAR assessment which provides a ZPD (Zone of Proximal Development), children then select books from the school library based on their ZPD. Children are encouraged to choose a mix of both fiction and non-fiction books. When children have read a book, they complete an online quiz in school to check their understanding of the text. The details of the book they have read and their quiz score is written in their reading diary, alongside any parent comments about how they have read and engaged with the book.

We ask that children always have their readings books in school with them alongside their reading record.

Parents can log on to Renaissance Home Connect to access real-time information on their child's progress and sign up to receive emails about quiz activity.

Appendix 1 provides further guidance on how you can support your child with reading.



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6.2 Mathematics

All pupils in Reception and Key Stage 1 have access to NumBots, a web-based programme that supports children's understanding, recall and fluency in mental addition and subtraction, so that they can move from counting to calculating. Pupils are expected to use this programme at least twice a week. In Year 2 this learning is reinforced with weekly number bonds or times tables tests.

In Key Stage 2, all pupils have access to Times Table Rock Stars, a web-based programme that supports the children's recall, speed and fluency of multiplication and division facts. Children are encouraged to use the 'Garage Mode', which is a carefully sequenced programme of times tables practice as well as 'Studio Mode' to develop their speed and accuracy. Pupils are expected to use this programme at least 3 times a week. This learning is reinforced with weekly times tables tests.

6.3 Spellings

In Year 1 from term 3 onwards children will bring home weekly common exception words to learn.

In Year 2, spelling lists following particular patterns or rules are sent home termly via the class newsletter and are also made available on the class page of the school website. This also includes details of when each set of words will be tested either through a formal test or short dictation.

All children work on RWI spellings across the school. In school, children will be working on specific sounds, and they are encouraged to further practice these sounds at home.

6.4 Topic work

Children are given suggestions for work they can do at home related to the topic they are studying that term. It will vary in form from term to term but is likely to involve independent study and more in-depth research into areas of topic work which children find of interest. These additional long-term projects are optional and should not be done at the expense of reading, spelling or maths work.

The long-term project will generally require a sustained period of work spread out over the term. It will be set at the beginning of term and so children will generally have around 5 weeks to complete it. Although the long term project will not be formally marked, children will bring in their completed work at the end of term to share with others and receive oral feedback.

6.5 Additional Home Learning

Additional home learning may be sent home from time to time to support individuals for example additional handwriting practice, number bonds and phonics practice.

In Years 2 and 6, additional optional maths and English home learning may be sent home.



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6.6 Early Years Foundation Stage

All children in Reception have a personal on-line Learning Journey (Tapestry) which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of their experiences and learning throughout reception. In addition to viewing school contributions, we encourage parents to add to their child's Tapestry account, by uploading photos and comments of experiences and learning carried out at home as well as commenting on observations made by the school.

In Reception, children are given an optional termly bingo style card of activities to be completed at home. The bingo card will have either 6 or 8 activities depending on the length of the term. Activities will be planned to cover the Early Years Curriculum and be for different areas of learning. Evidence of these activities can be uploaded to Tapestry by parents so that they may be shared in class.

6.7 The Role of Parents and Carers

Parents have an integral role to play in their child's education, and home learning is an important part of the process. We ask parents to encourage their child to complete the home learning tasks set. Children should be able to complete their home learning with only a little help, particularly as they move towards Upper Key Stage 2. However, this does not mean that parents should not provide encouragement and support when needed. There is much value in children explaining what they are doing (including the thought processes they have used), and often the explanation can deepen the child's understanding.

Tips for good home learning habits can be found in Appendix 2.



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7. Appendices

7.1 Appendix 1 – supporting your child with reading.

Quality time spent reading or sharing books with your child helps them to develop a love of books and provides them with vital skills.

- **Choose a quiet time** - Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.
- **Make reading enjoyable** - Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.
- **Maintain the flow** - If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.
- **Be positive** - If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.
- **Success is the key** - Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.
- **Visit the Library** - Encourage your child to use the public library regularly.
- **Regular practice** - Try to read with your child on most school days. 'Little and often' is best. Teachers have limited time to help your child with reading.
- **Communicate** - Your child will have a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.
- **Talk about the books** - There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.
- **Variety is important** - Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, and information books



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7.2 Appendix 2 - Tips for good home learning habits

- ✓ Do find a quiet place at home to use as a home learning area. It needs a flat surface, a good light source and the right equipment eg pens, pencils, ruler, scissors, glue.
- ✓ Do be aware of modern teaching methods, eg in long division. Ask your child's teacher, or look at the school website for further support.
- ✓ Do plan a home learning timetable and agree on when your child will do their home learning.
- ✓ Do allow your child to have something nutritional to eat before starting on home learning.
- ✓ Do discuss any home learning tasks with your child and how it connects with what they are studying at school.
- ✓ Do turn off the TV - but you could have music on if they find it helpful.
- ✗ Don't give your child the answer in order to get a task finished. Instead, explain how to look up information or find a word in a dictionary.
- ✗ Don't teach your child methods you used at school. It could confuse them.
- ✗ Don't let home learning become a chore. Keep it fun and make it a special time that you both look forward to.