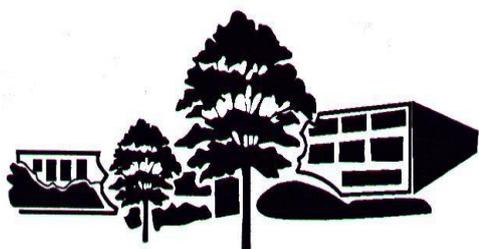


Bonneygrove Primary School

Home Learning Policy

Subject:	Home Learning
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Approved by:	S Hasekilerden, Chair of Governors



Bonneygrove Primary School

"The highest standards of learning and achievement for all"



1. What are the aims of this policy?

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, families and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, families and children are fully aware of the role they play with regard to homework.

2. What is the purpose of homework?

- To consolidate, reinforce and extend skills and understanding particularly in Literacy and Numeracy.
- To provide opportunities for families and children to work together.
- To allow families to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.

3. What is the role of the school?

- To provide families with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for families with information about homework.

4. What is the role of the teacher?

- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To mark and give feedback about homework.
- To be available to talk to families and children about homework.
- To inform families if there is a problem regarding homework.

5. What is the role of the family?

- To support the child in completing homework.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.

- To provide the appropriate resources for the child to complete the homework.

6. What is the role of the child?

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

All pupils from Reception to Year 6 will bring home a red A4 homework book.

7. Homework in the Early Years Foundation Stage

Learning together is the emphasis for children in EYFS.

Nursery

Families will be informed of the topics and areas of learning covered each term with activity suggestions to complete at home.

- Children will be encouraged to take home a book from the class library each week to share with a family member and a reading diary will be sent home for comments to be made from families and classroom adults.
- Children who are ready to decode words will bring home phonic based books to read.

Reception

The activities are Literacy/Communication and practical maths based with a strong emphasis on reading together. It is an ideal time to lay the foundations for continuing work at home. Your child may also come home with 'topic' based homework.

7.1 What type of work will my child get?

7.1.1 Reading

Families will be informed of the topics and areas of learning covered each term with activity suggestions to complete at home.

Starting in the Autumn term and continuing all year, the main emphasis is on 'daily' reading at home. This should be done in two ways.

- **Adults reading to children.**

Families should encourage children to point to words or pictures as they are being read. Discussion about the books is also important.

- **Children reading to an adult.**

When they are ready to, children will start bringing simple books home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

Comments in children's reading diaries by school staff should highlight the skills used.

For example, 'Well done, today you were able to segment cv/cvc words'.

Parents should date and write comments about how much their child has been reading.

7.1.2 Letter formation.

At the beginning of the child's first term in Reception, the Reception teachers will provide families with a 'cursive' handwriting sheet to support children with letter formation. This shows where to start and finish when forming each letter and what each letter should look like. Giving children the opportunity to practise forming letters and also developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively so they don't fall into bad habits.

7.1.3

Children learn to read words as part of the 'Letter and Sounds' framework. Regularly practising reading them, looking out for the words in reading books and playing games with them will really benefit the child. For some children, it will be useful to practise writing the words as well as reading them.

7.2 How much time should be spent on homework?

Reception	Approx 10 minutes per day (depending upon the child's level) on reading based activities including reading. A 10 minute practical maths or a topic based activity will be sent home weekly.
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8. Homework in Key Stage1 .

For children in Key Stage One we encourage families to work together with their child to support them with their homework. The emphasis remains on Literacy and reading but we include ways in which children can be supported with important Numeracy skills.

8.1 What type of work will my child get?

8.1.1 Reading.

Reading on a daily basis is vital when children are in Year One and Two. Children will bring their reading books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Children will have a reading diary which families should sign or comment in each time they read with the child.

8.1.2 High Frequency Spelling Words in context.

In Key Stage 1, it is vital that children build up a bank of words which they can read and spell on sight. Children will bring home words each week for them to read, write and learn. Families can help children to learn these by writing these regularly. Children may receive the same words again in order to practise them further in varying contexts.

8.1.3 Open ended practical numeracy tasks

Children will receive a Numeracy activity each week. Families can support their child by giving them lots of opportunities to practise these skills through maths games and problem solving tasks .

- Children should be confident in their 2, 5 and 10 times tables. They should be able to say them in order and mixed up.
- Children should be able to double each number up to 20.
- Children should be able to halve each even number up to 20.
- Children should know their number bonds for all numbers up to 20. This means they should know how to make each number, for example 5 can be made by $0+5$, $1+4$, $2+3$, $3+2$, $4+1$, $5+0$

- Children should be able to tell the time when it is o'clock, half past, quarter to and quarter past on digital and analogue clocks.
- Children should be confident when using money. They should know the names of the coins and they should have experience of adding, taking away and finding change.

Teachers will sometimes send home key number facts and shape tasks.

8.1.4 Half- termly 'topic' based activity.

- Children will be able to choose one task from a number of areas of learning to complete during each half-term. These subjects will include:-

DT, Geography, Writing, History, Music, PSHE/RE, Art, ICT or Science. (See Appendix A)

8.2 How much time should be spent on homework?

Year 1/2	10-15 minutes daily reading 15 minutes weekly maths activity 10 minutes weekly spelling 30 minutes $\frac{1}{2}$ termly topic project
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9. Homework in Key Stage 2.

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that families support their children but good habits of independent study should be encouraged.

The main focus for homework in Key Stage 2 continues to be Literacy and Numeracy however children will be given more varied tasks in other areas of the curriculum.

9.1 What type of work will my child get?

9.1.1 Reading.

Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Children in Key Stage 2 who have reading diaries are

responsible for filling in their reading record every day and making sure it is in school.

9.1.2 Literacy-Spelling Words in context

This will be based around what the children will be learning in class. The work could be based on spelling, grammar or punctuation. Sometimes the task will be a piece of writing with focus on spelling.

9.1.3 Numeracy- Open ended practical numeracy tasks

This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work. Children will be asked to make sure they know their tables from 2 to 10. They should be able to recite them and answer mixed questions.

9.1.4 Other Areas.

Work could be linked to any other curriculum area, Science, Geography, History and so on. It could take many forms, preparing a talk, completing a piece of research or conducting an interview.

The nature of this work may be more open ended than in other areas and may be a longer term project. (See Appendix B)

9.2 How much time should be spent on homework?

Year 3 and 4	15 minutes reading, 5x per week. 2 x 20 minute tasks on spelling and numeracy 30 minutes on another curriculum area per $\frac{1}{2}$ term.
Year 5 and 6	25 minutes reading 5 x per week 2 x 30 minutes tasks on spelling and numeracy 45 minutes on another curriculum area per $\frac{1}{2}$ term.

10. How can families find out more information about homework?

Each year group will inform the families about homework at the beginning of the year.

To help families and children, all homework will be set on **Thursday** and due in on **Tuesday**.

Teachers will have different systems for handing in homework and they will tell families and children about this at the beginning of the year.

If families need advice on how to support their children with homework then they can talk to the class teacher.

11. Why will children sometimes be given different or extra homework?

Children who take part in specialised lessons and/or booster classes may be set different or extra homework to reinforce the work being done.

Children who work in a one to one situation with teaching assistants will be given work to match their varying needs.

In both cases, children should complete this homework unless the child or the families have been told otherwise.

If the child is finding they have too much work then families should speak to the child's teacher or the person running the extra sessions.

12. What about children who don't complete homework?

The expectation is that children will complete homework. Teachers will keep records of children completing homework and these records will be checked on a regular basis. If there are any problems with children not completing homework then the teacher will speak to families to find out why. There may be occasions when a child will miss playtime or some of a lunch time if they have not completed homework. Children who complete their homework to a good standard each week will receive a reward on a half termly basis.

13. What if a child says they have received no homework?

If there is any reason why a child will not receive homework then the teacher will inform families. If families have not received a letter then they should check with the child's teacher. There may be occasions if the teacher is away that the homework is not set but we will try to avoid that happening.

14. How will the homework be marked?

Teachers will mark children's homework in a variety of ways but always according to the school's marking policy. Teachers generally will not mark homework that is handed in late although will initial it to show that they are aware it was completed.

15. Monitoring and Review

Homework procedures should be monitored annually in order that they remain meaningful and manageable.

This policy will be reviewed on a two yearly cycle and should be read in conjunction with the Safeguarding Policies and Procedures.

APPENDIX A

A reminder of this term's homework for Turtles and Seahorses in case you missed the email newsletter at the start of term. Have a good half term break.



GEOGRAPHY

Make a rain gauge to measure rainfall in your garden. Watch some weather forecasts on TV. Make up some of your own symbols to use in a weather forecast.

Topic: Magic Gardens/Kings and Queens

HOMEWORK GALLERY

Please bring homework into school during the week beginning 10th July ready for a sharing assembly on Friday 14th July.



DT

Make a set of bunting using fabrics or paper. Design a costume for a member of the Royal family.

ENGLISH

Write a letter to a Queen or King of your choice. What would you really like to ask them about? Create an invitation to a royal ball or a wedding. What important information will you need to make sure you include? Create a poster for a Garden Centre— include the opening times, what it sells, whether there is a café or a play area.

HISTORY

Design and make a crown which could be worn by our Monarch, Queen Elizabeth II.

Write a diary entry from Elizabeth I.

Music

Could you learn a song to sing with the theme of 'Gardens' or 'Kings and Queens?' Or could you create your own rhyme or song that can be shared to sing with others. You could use a tune that we already know to help...

PSHE/RE

Create your own name plaque for your bedroom with all of the things that are important to you including your hobbies and interests. Research an important leader that has made a significant achievement in helping others in the community/world.

ART

Make a collage using items found in nature. Look around outside and take photos or rubbings of different textures you can find. Create a natural sculpture in your garden or a local outside space. Take a photo of this and bring it in to show.

ICT

Use a computer program of your choice to create a leaflet or poster about a member of the Royal family or a Royal building.

Dates for your Diary

26th May—INSET DAY
12th-14th June—Phonics testing
17th June-School Summer Fete
28th June—Turtle/Seahorse trip to Knebworth
5th July-Move up day
10th July-Sports Day
21st July- Last day of term

SCIENCE

Plant a seed and take pictures of it as it grows. Go into your garden or local outdoor space and take pictures of as many different plants as possible. How many can you name?

APPENDIX B

Topic: Vikings
HOMWORK GALLERY
Please bring homework into school during the week beginning 17th October.

DT
Design a longhouse model
Think about the features of a longhouse (the fire in the middle, a thatched roof, benches with animal skins) and try to create a miniature version. Choose your materials carefully!

Design a Viking board game

GEOGRAPHY
Identify locations of Viking settlements using a map.

Create a fact file about where the Vikings settled. Describe the places in detail.
<http://www.bbc.co.uk/schools/primaryhistory/vikings/>

HISTORY
Research the Viking Gods.

Research about Sutton Hoo, Viking settlements (where the Vikings settled and why).

ICT

SCIENCE

ENGLISH
Write a fact page about a Viking topic (e.g. travel, lifestyle, communication)

Write a Viking saga (An exciting story of adventure, battle or love).

MUSIC

ART
Make a Viking collage

Draw or paint a picture of a Viking God.

Dates for your Diary

PSHE/RE