



# Learning at Home

The approach to homework is in three layers: Core Learning, Optional tasks and Extended Opportunities.

## Core Learning

This is the work that will be sent home each week and that we would like all children to do:

- **Reading** The most important, valuable thing you can spend time doing with your child is enjoying books. Each child will have a Reading Record book: see below for more detailed guidance about these
- **Spelling** Each child who has reached Level 2a in reading has a Spelling Log book with a list of words that they need to learn related to the work they have been doing in class spelling that week. It is individual to each child. A Parent Guide leaflet will be sent out on Thursday 8<sup>th</sup> November to support you in helping at home and guidance for spelling for children not yet at Level 2a
- **Mental Maths Practice** This will be practice of essential maths skills, including tables, sent home each week in an orange Mental Maths exercise book. Weekly homework is set on My Maths from Year 3 to 6 and fortnightly for Year 2. The children will also have tables fact appropriate for each year group. Children are expected to know all multiplication and division facts 20 12 x 12 by the end of Year 4.

The Reading Record will be sent home each night, and the Maths and Spelling books each week, in the child's book bag. No child will be punished for not doing this work at home. Instead we encourage all parents to work in partnership with us to help your child make the best progress they can in these key skills, as set out in the Home School Agreement.

## Optional Tasks

This will be sent out at the beginning of each term or topic, and will be a menu of tasks that children may CHOOSE to do. They are all OPTIONAL. The menu will include written activities, maths and making tasks. There will be dates when children may bring these pieces of homework to school in a very similar manner to the way it runs at the moment. The homework will be responded to on a response sheet, shown below, by the teacher, by friends of your child and by you – just a short note about how well you think your child has done. We think this will be highly effective in showing the child how valued the work is here and at home.

## My Homework

<b>Title of my Homework:</b>	<b>Date</b>
<b>My friend's comment:</b>	
<b>My friend's comment:</b>	
<b>My teacher's comment:</b>	
<b>I have shown my homework to people at home – this is what they think:</b>	

No child will be at a disadvantage if they don't choose to do any of these tasks. They may do one and no others, or they may choose to do something of their own that is not on the menu of tasks. We celebrate their homework through the response sheet and displaying work in the classroom and around the school.

## Extended Learning Opportunities

Just like the Optional tasks, your child does not have to do any of these suggested activities. Instead they are there to provide a list of things that could extend your child's interest in a particular subject or topic.

Each term or topic, along with the topic map and Optional Tasks, you will receive a list of websites, places you could visit or other resources that you could follow up if you so wish. There is nothing to submit although we would, of course be delighted to hear about any visits or extended work your child has done as a result of this. You choose exactly what, if anything, you want to do with your child.

## Home Reading Records

A vital part of the core homework activities is reading and the school advises that every child should be practising reading most evenings. Of course for our youngest children who have not yet learnt to read the words for themselves, sharing and enjoying books with their parents and families is the most appropriate way to develop a love of reading. For those who are going through the stages of learning to read the words and those who are fluent and highly skilled readers, a little practise every day, supported or overseen by parents is more appropriate. We are aware that there are significant numbers of children who are not regularly reading at home and we would like to reiterate that it is vitally important that children do this. The school provides suitable reading material, appropriate to the child's stage of development and interests, for reading at home. The use of school reading bags, to keep books in good condition and for transportation, is expected from years R – 6.

Teachers keep copious records of children's progress during daily guided and independent reading sessions at school and to further aid the monitoring of their reading development, the school is introducing a Home Reading Record book for parents to contribute to. Your child will bring home their Reading Record book after half term and it will be checked daily by teachers. We ask you please to add comments about your child's reading: how well they tackled the text, whether or not they enjoyed it and why, details of discussions you have had about the text, any particular words or parts of the text that were tricky etc.

## Learning, Growing and Achieving Excellence Together

Please could you or your child (whichever is more appropriate) write the date and name of the book brought home. We do appreciate that not every parent can contribute in detail every day and also that sometimes children are tired or have other after school activities and it is not appropriate for reading to happen that night. Reading is a vital life

skill and, equally importantly, hugely enjoyable and should not be viewed by children or parents as a chore; however some indication by (a signature is adequate) that you have seen or supported your child with reading most nights would be appreciated. If your child is reading something in addition to school books it would be useful to know this too. The teachers will sign the reading records, sometimes respond with a brief message to you, and will of course continue to give you detailed feedback on your child's progress at parent consultations. We view the introduction of the reading record as a way of further strengthening the school/parent partnership and communication that is so important for your child's success in education.

SIGNED: .....RACHEL CHAMBERS.....  
Chair of Standards Committee

DATED: .....25 MAY 2017.....

REVIEW PERIOD: Annual