

Brooklands Primary School

Home Learning Policy



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We believe home-learning consolidates and reinforces skills and understanding. Home-learning aims to support children's progress, as well as providing the opportunity for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school, which is reflected in the annually updated Home-School Agreement.

We recognise that all children need leisure time, and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing them time to pursue outside interests and develop socially with peers and spend quality time with their families.

A breakdown of how home-learning is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation, so that by the time children reach Year 6 they have established a clear routine in preparation for high school. Most of the home-learning is provided for completion over the course of a week (including a weekend), so it can be made to fit around family lifestyles and commitments. Other home-learning e.g. reading, multiplication tables, spellings are proven to be better when completed in shorter daily sessions.

Brooklands uses a range of online programs to support home-learning, including Mathletics, Mirodo and Times Tables Rock Stars. We hope that these activities capitalise on children's enjoyment of technology and that they are more motivated to complete them as a result. We also feel that activities can be more personalised to the needs of individual children.

Curriculum Overviews are shared with parents termly. Parents may wish to support these outside of school through the suggested places to visit.

Class Teachers are contactable through Class Dojo should parents need to ask about home-learning activities and we will happily support parents with information and advice if needed.

Early Years

- Children should read their Read, Write, Inc. Book Bag Books at home at least three days a week and this should be recorded via their online log at learningwithparents.com. Speed Sounds and Red Words to practise are also included in the books. Little and often has proved to be the most efficient use of time spent on early reading skills.
- When ready, Children will be set weekly Mathletics activities to consolidate or revise and check that deep learning has taken place.
- Children are also encouraged to follow-up on interests.

Year 1

- Children will be set weekly Mathletics activities to consolidate or revise and check that deep learning has taken place.
- Children are expected to read at least 3 times per week at home. This should be recorded via their online log at learningwithparents.com.
- In the summer term, children will have a spelling homework sheet focusing on spelling rules taught in class and common exception words
- Year 1 children will have additional phonics activities in the summer term to prepare for phonics screening.

Year 2

- Children are expected to read at least 3 times across the week at home. This should be recorded via their online log at learningwithparents.com. When ready, children will have access to Accelerated Reader, which allows children to demonstrate how well they have understood a text. It is expected that they read for 15 minutes a day.
- Children will be sent home with a weekly spelling reasoning sheet which helps them to apply the rules being taught in class.
- Children will be set weekly Mathletics activities to consolidate or revise previous learning. Please get in touch with your child's class teacher if they need a login.
- Learning of multiplication facts is ongoing – in Year 2, children can access Times Tables Rock Stars online as a fun way of practising these. Short but frequent practice works best.

Key Stage 2

- Children will be sent home with a weekly spelling reasoning sheet which helps them to apply the rules being taught in class.
- Children will be set weekly Maths or English activities on Mirodo or Emile (Year $\frac{3}{4}$) to consolidate or revise and check that deep learning has taken place. These should take no more than 30 minutes per week. Children and parents are also encouraged to review progress on Mirodo and areas of strength and weakness.
- Children are expected to read for at least 20 minutes a day. Once books have been completed, children will take quizzes on Accelerated Reader to demonstrate how well a text has been understood.
- Learning of multiplication facts is ongoing – children can access Times Tables Rock Stars online as a fun way of practising these. Short but frequent practice works best.
- More open-ended topic-based tasks may be given to compliment class-based work from time to time.
- If home-learning tasks are not completed at home then children will have the opportunity to complete the week's tasks during a break or lunch time.

Senior Leaders Ensure That Teachers:

- Set regular and appropriate tasks or activities.
- Explain when, what and how the work is to be done so that each child clearly understands.
- Monitor that home-learning tasks are being completed each week and follow up with parents and children if they are not.
- Ensure that KS2 home-learning is being completed in a break or lunch session if it has not been completed at home.

Parents/carers are asked to:

- Reiterate the importance of home-learning to their children.
- Provide a suitable space in their home where their children can concentrate on their home-learning.
- Establish a home-learning routine e.g. set time / no television.
- Go through the home-learning before their child starts and discuss the completed work when finished.
- Find time to work with their child or be at hand if a problem arises.
- Discuss, encourage and praise their child's efforts.
- Contact the school if they are not sure of some aspect of the home-learning or if their child is experiencing difficulties in doing it.
- Contribute to parent-perception surveys about home-learning to evaluate its effectiveness.

Children:

- Complete their home-learning on time and to the best of their ability.
- Complete their online home-learning activities in school if they are unable to at home, during a break or lunch session.
- Ask a member of staff/class teacher if they are unsure on any aspect of the homework.

Monitoring

The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.