



Bowmansgreen Primary School

Overview of Home Learning Expectations 2017-2018

Aim of Our Home Learning

At Bowmansgreen Primary School, the aim of our home learning is to:

- provide opportunities for pupils and parents to share learning experiences,
- provide opportunities for pupils to consolidate their learning, deepen their understanding and prepare them for future learning,
- provide stimulating and challenging tasks to support, embed and extend learning,
- encourage and develop self-discipline, study skills and a range of skills in planning and organisation of time and
- promote progression towards independence and develop pupils sense of responsibility and commitment to learning.

Aim of Our Overview

The aim of this document is to provide: pupils, parents and staff with clarity in regards to the expectations of home learning within our school. This includes guidance as to: what tasks are set and how frequently, the time each task is expected to take (*if a pupil is working in a focused and intensive manner*) and when tasks are set and due. In addition, this overview highlights the development of our consistent and effective approach for pupils of all ages and levels of ability and reflects how our home learning expectations progress across the school. Where possible, our home learning is differentiated appropriately to ensure that all pupils can access the learning and are suitably challenged.

Reading

Year Group	Expectation	Days set/due	Where will the learning be recorded?	Other information
Reception	<p>Pupils are expected to read to a parent/carer for ten minutes a day, at least five times a week.</p> <p>Parents/carers should focus on helping their child to decode words and discuss elements of the text, such as characters, setting and plot, to aid comprehension.</p>	On going	Parent/carer to write a comment and sign their child's Reading Record after every reading session.	
One	<p>Pupils are expected to read to a parent/carer for ten minutes a day, at least five times a week.</p> <p>Parents/carers should focus on helping their child to decode words and discuss elements of the text, such as characters, setting and plot, to aid comprehension.</p>	On going	Parent/carer to write a comment and sign their child's Reading Record after every reading session.	
Two	<p>Pupils are expected to read to a parent/carer for ten minutes a day, at least five times a week.</p> <p>Parents/carers should focus on helping their child to decode words and discuss elements of the text, such as characters, setting and plot, to aid comprehension.</p>	On going	Parent/carer to write a comment and sign their child's Reading Record after every reading session.	
Three	<p>Pupils are expected to read to a parent/carer for fifteen minutes a day, at least five times a week.</p> <p>Parents/carers should focus on helping their child to decode words and discuss elements of the text, such as characters, setting and plot, to aid comprehension.</p>	On going	Parent/carer to write a comment and sign their child's Reading Record after every reading session.	
Four	<p>Pupils are expected to read to a parent/carer for fifteen minutes a day, at least five times a week.</p> <p>Parents/carers should focus on helping their child to decode words and discuss elements of the text, such as characters, setting and plot, to aid comprehension.</p>	On going	Parent/carer to write a comment and sign their child's Reading Record after every reading session.	
Five	<p>Pupils are expected to:</p> <ul style="list-style-type: none"> • read to a parent/carer for twenty minutes a day, at least three times a week • read independently for twenty minutes, at least twice a week. <p>Parents/carers should focus on discussing the text with their child to aid comprehension and inference.</p>	On going	Parent/carer to write a comment and sign their child's Reading Record after every reading session with them and simply sign when their child's has read independently.	
Six	<p>Pupils are expected to:</p> <ul style="list-style-type: none"> • read to a parent/carer for twenty minutes a day, at least three times a week • read independently for twenty minutes, at least twice a week. <p>Parents/carers should focus on discussing the text with their child to aid comprehension and inference.</p>	On going	Parent/carer to write a comment and sign their child's Reading Record after every reading session with them and simply sign when their child's has read independently.	

SPELLING

Year Group	Expectation	Days set/due	Where will the learning be recorded?	Other information
Reception	<ul style="list-style-type: none"> • <u>Phonics</u> Each pupil will be given a letter wallet containing letter sound cards. They need to practise these 3 times a week for 10 minutes a session. Sometimes they might simply use them as flash cards but other times you might play some of the activities suggested in the letter wallets. 			
One	<ul style="list-style-type: none"> • Each week, spellings will be focused on a particular rule or spelling pattern or be key words. • Three spelling lists will be sent home, in the format of 'Challenge 1', 'Challenge 2' and 'Challenge 3'. The challenges progress in difficulty with Challenge 3 being the most difficult. • There will be five words in each challenge. • Pupils to choose one challenge and learn how to spell the words in that challenge. • Pupils must write each word in a separate sentence to help ensure they know the context in which the word should be used. 	Set: Thursday Due: Tuesday	Task to be completed in English/Theme Home Learning book.	Spellings will be typed and stuck into the English/Theme Home Learning book to ensure pupils are learning the correct spelling of each word. On the spelling list, please circle the challenge your child has select.
Two	<ul style="list-style-type: none"> • Each week, spellings will be focused on a particular rule or spelling pattern or be key words. • Three spelling lists will be sent home, in the format of 'Challenge 1', 'Challenge 2' and 'Challenge 3'. The challenges progress in difficulty with Challenge 3 being the most difficult. • There will be five words in each challenge. • Pupils to choose one challenge and learn how to spell the words in that challenge. • Pupils must write each word in a separate sentence to help ensure they know the context in which the word should be used. 	Set: Thursday Due: Tuesday	Task to be completed in English/Theme Home Learning book.	Spellings will be typed and stuck into the English/Theme Home Learning book to ensure pupils are learning the correct spelling of each word.
Three	<ul style="list-style-type: none"> • Each week, spellings will be focused on a particular rule or spelling pattern or be key words. • Three spelling lists will be sent home, in the format of 'Challenge 1', 'Challenge 2' and 'Challenge 3'. The challenges progress in difficulty with Challenge 3 being the most difficult. • There will be seven words in each challenge. • Pupils to choose one challenge and learn how to spell the words in that challenge. • Pupils must write each word in a separate sentence to help ensure they know the context in which the word should be used. 	Set: Thursday Due: Tuesday	Task to be completed in English/Theme Home Learning book.	Spellings will be typed and stuck into the English/Theme Home Learning book to ensure pupils are learning the correct spelling of each word.

Year Group	Expectation	Days set/due	Where will the learning be recorded?	Other information
Four	<ul style="list-style-type: none"> Each week, spellings will be focused on a particular rule or spelling pattern or be key words. Three spelling lists will be sent home, in the format of 'Challenge 1', 'Challenge 2' and 'Challenge 3'. The challenges progress in difficulty with Challenge 3 being the most difficult. There will be eight words in each challenge. Pupils to choose one challenge and learn how to spell the words in that challenge. Pupils must write each word in a separate sentence to help ensure they know the context in which the word should be used. 	Set: Thursday Due: Tuesday	Task to be completed in English/Theme Home Learning book.	Spellings will be typed and stuck into the English/Theme Home Learning book to ensure pupils are learning the correct spelling of each word.
Five	<ul style="list-style-type: none"> Each week, spellings will be focused on a particular rule or spelling pattern or be key words. Three spelling lists will be sent home, in the format of 'Challenge 1', 'Challenge 2' and 'Challenge 3'. The challenges progress in difficulty with Challenge 3 being the most difficult. There will be ten words in each challenge. Pupils to choose one challenge and learn how to spell the words in that challenge. Pupils must write each word in a separate sentence to help ensure they know the context in which the word should be used. 	Set: Thursday Due: Tuesday	Task to be completed in English/Theme Home Learning book.	Spellings will be typed and stuck into the English/Theme Home Learning book to ensure pupils are learning the correct spelling of each word.
Six	<ul style="list-style-type: none"> Each week, spellings will be focused on a particular rule or spelling pattern or be key words. Three spelling lists will be sent home, in the format of 'Challenge 1', 'Challenge 2' and 'Challenge 3'. The challenges progress in difficulty with Challenge 3 being the most difficult. There will be ten words in each challenge. Pupils to choose one challenge and learn how to spell the words in that challenge. Pupils must write each word in a separate sentence to help ensure they know the context in which the word should be used. 	Set: Thursday Due: Tuesday	Task to be completed in English/Theme Home Learning book.	Spellings will be typed and stuck into the English/Theme Home Learning book to ensure pupils are learning the correct spelling of each word.

Mathematics

Year Group	Expectation	Days set/due	Where will the learning be recorded?	Other information
Reception	<ul style="list-style-type: none"> Mathematical tasks will be embedded within the English and Theme home learning grid. 			
One	<ul style="list-style-type: none"> The task set will link to current class work. Pupils to select and complete one challenge of their own choosing. (Challenge 1, 2 or 3, with Challenge 3 being the most difficult.) Pupils should spend approximately 15 minutes completing the challenge. 	Set: Thursday Due: Tuesday	Task to be completed in Mathematics Home Learning book.	<ul style="list-style-type: none"> Task set will be stuck into Mathematics Home Learning book. Pupils to complete their work in pencil. One digit to be written in each box.
Two	<ul style="list-style-type: none"> The task set will link to current class work. Pupils to select and complete one challenge of their own choosing. (Challenge 1, 2 or 3, with Challenge 3 being the most difficult.) Pupils should spend approximately 20 minutes completing the challenge. 	Set: Thursday Due: Tuesday	Task to be completed in Mathematics Home Learning book.	<ul style="list-style-type: none"> Task set will be stuck into Mathematics Home Learning book. Pupils to complete their work in pencil. One digit to be written in each box.
Three	<ul style="list-style-type: none"> The task set will link to current class work. Pupils to select and complete one challenge of their own choosing. (Challenge 1, 2 or 3, with Challenge 3 being the most difficult.) Pupils should spend approximately 25 minutes completing the challenge. 	Set: Thursday Due: Tuesday	Task to be completed in Mathematics Home Learning book.	<ul style="list-style-type: none"> Task set will be stuck into Mathematics Home Learning book. Pupils to complete their work in pencil. One digit to be written in each box.
Four	<ul style="list-style-type: none"> The task set will link to current class work. Pupils to select and complete one challenge of their own choosing. (Challenge 1, 2 or 3, with Challenge 3 being the most difficult.) Pupils should spend approximately 30 minutes completing the challenge. 	Set: Thursday Due: Tuesday	Task to be completed in Mathematics Home Learning book.	<ul style="list-style-type: none"> Task set will be stuck into Mathematics Home Learning book. Pupils to complete their work in pencil. One digit to be written in each box.

Year Group	Expectation	Days set/due	Where will the learning be recorded?	Other information
Five	<ul style="list-style-type: none"> The task set will link to current class work. Pupils to select and complete one challenge of their own choosing. (Challenge 1, 2 or 3, with Challenge 3 being the most difficult.) Pupils should spend approximately 35 minutes completing the challenge. 	Set: Thursday Due: Tuesday	Task to be completed in Mathematics Home Learning book.	<ul style="list-style-type: none"> Task set will be stuck into Mathematics Home Learning book. Pupils to complete their work in pencil. One digit to be written in each box.
Six	<ul style="list-style-type: none"> The task set will link to current class work. Pupils to select and complete one challenge of their own choosing. (Challenge 1, 2 or 3, with Challenge 3 being the most difficult.) Pupils should spend approximately 40 minutes completing the challenge. 	Set: Thursday Due: Tuesday	Task to be completed in Mathematics Home Learning book.	<ul style="list-style-type: none"> Task set will be stuck into Mathematics Home Learning book. Pupils to complete their work in pencil. One digit to be written in each box.

ENGLISH AND THEME

Year Group	Expectation	Days set/due	Where will the learning be recorded?	Other information
Reception	<ul style="list-style-type: none"> • One home learning grid will be stuck into each pupil's book per half term. • Each week a pupil chooses one of the eight tasks, on the grid, to complete. They should complete a different task each week. • The focus of the tasks will be on developing English skills and some may have a practical element. Where possible, the tasks will link to the current theme being studied, for example World War Two. • Every task will have an additional 'challenge' element to further extend learning. This is optional. • Parent/carer to sign the home learning grid when their child has completed that task. • Pupils should spend approximately 10 minutes a week completing each task. 	Set: Thursday Due: Tuesday	Task to be completed in Learning Log book.	
One	<ul style="list-style-type: none"> • One home learning grid will be stuck into each pupil's book per half term. • Each week a pupil chooses one of the eight tasks, on the grid, to complete. They should complete a different task each week. • The focus of the tasks will be on developing English skills and some may have a practical element. Where possible, the tasks will link to the current theme being studied, for example World War Two. • Every task will have an additional 'challenge' element to further extend learning. This is optional. • Parent/carer to sign the home learning grid when their child has completed that task. • Pupils should spend approximately 15 minutes a week completing each task. 	Set: Thursday Due: Tuesday	Task to be completed in English/Theme Home Learning book.	<ul style="list-style-type: none"> • Writing to be completed in pencil. • Pictures and diagrams to be drawn in pencil. • Home learning grids will also be available on the school website.
Two	<ul style="list-style-type: none"> • One home learning grid will be stuck into each pupil's book per half term. • Each week a pupil chooses one of the eight tasks, on the grid, to complete. They should complete a different task each week. • The focus of the tasks will be on developing English skills and some may have a practical element. Where possible, the tasks will link to the current theme being studied, for example World War Two. • Every task will have an additional 'challenge' element to further extend learning. This is optional. • Parent/carer to sign the home learning grid when their child has completed that task. • Pupils should spend approximately 20 minutes a week completing each task. 	Set: Thursday Due: Tuesday	Task to be completed in English/Theme Home Learning book.	<ul style="list-style-type: none"> • Writing to be completed in pencil and then blue handwriting pen once a pen license is received (not biro). • Pictures and diagrams to be drawn in pencil. • Home learning grids will also be available on the school website.

Year Group	Expectation	Days set/due	Where will the learning be recorded?	Other information
Three	<ul style="list-style-type: none"> • One home learning grid will be stuck into each pupil's book per half term. • Each week a pupil chooses one of the eight tasks, on the grid, to complete. They should complete a different task each week. • The focus of the tasks will be on developing English skills and some may have a practical element. Where possible, the tasks will link to the current theme being studied, for example World War Two. • Every task will have an additional 'challenge' element to further extend learning. This is optional. • Parent/carer to sign the home learning grid when their child has completed that task. • Pupils should spend approximately 25 minutes a week completing each task. 	Set: Thursday Due: Tuesday	Task to be completed in English/Theme Home Learning book.	<ul style="list-style-type: none"> • Writing to be completed in pencil and then blue handwriting pen once a pen license is received (not biro). • Pictures and diagrams to be drawn in pencil. • Home learning grids will also be available on the school website.
Four	<ul style="list-style-type: none"> • One home learning grid will be stuck into each pupil's book per half term. • Each week a pupil chooses one of the eight tasks, on the grid, to complete. They should complete a different task each week. • The focus of the tasks will be on developing English skills and some may have a practical element. Where possible, the tasks will link to the current theme being studied, for example World War Two. • Every task will have an additional 'challenge' element to further extend learning. This is optional. • Parent/carer to sign the home learning grid when their child has completed that task. • Pupils should spend approximately 30 minutes a week completing each task. 	Set: Thursday Due: Tuesday	Task to be completed in English/Theme Home Learning book.	<ul style="list-style-type: none"> • Writing to be completed in blue handwriting pen (not biro). • Pictures and diagrams to be drawn in pencil. • Home learning grids will also be available on the school website.
Five	<ul style="list-style-type: none"> • One home learning grid will be stuck into each pupil's book per half term. • Each week a pupil chooses one of the eight tasks, on the grid, to complete. They should complete a different task each week. • The focus of the tasks will be on developing English skills and some may have a practical element. Where possible, the tasks will link to the current theme being studied, for example World War Two. • Every task will have an additional 'challenge' element to further extend learning. This is optional. • Parent/carer to sign the home learning grid when their child has completed that task. • Pupils should spend approximately 35 minutes a week completing each task. 	Set: Thursday Due: Tuesday	Task to be completed in English/Theme Home Learning book.	<ul style="list-style-type: none"> • Writing to be completed in blue handwriting pen (not biro). • Pictures and diagrams to be drawn in pencil. • Home learning grids will also be available on the school website.

Year Group	Expectation	Days set/due	Where will the learning be recorded?	Other information
Six	<ul style="list-style-type: none"> • One home learning grid will be stuck into each pupil's book per half term. • Each week a pupil chooses one of the eight tasks, on the grid, to complete. They should complete a different task each week. • The focus of the tasks will be on developing English skills and some may have a practical element. Where possible, the tasks will link to the current theme being studied, for example World War Two. • Every task will have an additional 'challenge' element to further extend learning. This is optional. • Parent/carer to sign the home learning grid when their child has completed that task. • Pupils should spend approximately 40 minutes a week completing each task. 	Set: Thursday Due: Tuesday	Task to be completed in English/Theme Home Learning book.	<ul style="list-style-type: none"> • Writing to be completed in blue handwriting pen (not biro). • Pictures and diagrams to be drawn in pencil. • Home learning grids will also be available on the school website.

Additional Information

Will my child receive home learning over the school holidays?

It is our policy not to set home learning over the holidays and half term breaks.

How should my child's home learning be set out and what should the standard of their presentation be?

We always encourage the pupils to take great pride in their learning and to always try their best. The presentation and quality of their home learning should mirror that of their exercise books used in school. An exemplification of how home learning should be set out and the expected standard of presentation can be found in the front of each pupil's home learning book.

What if I do not think my child is receiving enough home learning?

As a school, we believe that the home learning we set is an appropriate quantity and have carefully selected the completion dates to be clear and reasonable. Our decisions have been made by taking into account extra-curricular activities of pupils and family obligations. If you wish for your child to complete home learning in addition to the tasks set by their class teacher, then the school pays for every pupil to subscribe to The Maths Factor (www.themathsfactor.com), which they can work through at their own pace and reinforce key skills taught in school.

What if my child does not understand their home learning?

Each year group's home learning is related to the current skills, knowledge and understanding which are being taught. Therefore, pupils should have a clear understanding of how to complete tasks and the strategies to use. If pupils are struggling or show great confusion, then pupils should be encouraged to discuss any problems they are having and seek support from the class teacher or TA. It is not acceptable for pupils to struggle excessively, causing upset at home.

What if I do not understand the methods taught or key vocabulary and how to explain it to my child?

Your child may need some support and guidance and the following websites and resources can help to develop your understanding of strategies and vocabulary that the pupils are currently exposed to in school:

- Our Calculation Policy, which highlights the methods used in Mathematics (*for addition, subtraction, multiplication and division*) in each year group.

<http://bowmansgreen.herts.sch.uk/wp-content/uploads/2012/10/Bowmansgreen-Calculation-Policy-2014.pdf>

- This website provides definitions and exemplification of key vocabulary.

<http://www.amathsdictionaryforkids.com/qr/qr.html>

- This website explains the meaning of key grammatical concepts.

<https://www.theschoolrun.com/primary-grammar-glossary-for-parents>

How will home learning meet the needs of my child and provide suitable challenge for them?

We are committed to ensuring that all pupils are suitably challenged in their learning. Consequently, the Spelling and Mathematics home learning is differentiated and takes the form of three challenges. The challenges progress in levels of difficulty with Challenge 3 posing the most difficulty. Each pupil may select the challenge that they think is most suitable for them and this may not necessarily be the same each week. For example, a pupil may choose to complete Challenge 3 one week, if they feel confident with that mathematical skill and Challenge 2 the following week, if that skill is harder for them to grasp.

If a pupil chooses a challenge and it becomes apparent that it is too easy or difficult for them, then they may move up or down a challenge accordingly.

The home learning grids for English and Theme have an extra 'Challenge' element. This is optional, but we would encourage pupils to complete it to extend and further deepen their learning.

What if my child can't access their home learning on a regular basis?

We recognise that some pupils may have a special educational need, which means they are unable to access the home learning set. In these cases, a pupil maybe provided with personalised home learning, which is different to the rest of the class. This maybe required for *one* element of the home learning, such as Spelling, *or all aspects* of the home learning. Pupils and parents will be informed of this on an individual basis by the class teacher.

What if my child is spending significantly longer on their home learning than the guidance times given?

The times provided are a guide and an indication of how long a pupil should spend intensively working on their home learning. If your child is spending significantly longer than this, please write a small note in the pupil's home learning book to share this information with the class teacher.

What if my child does not have the opportunity to complete their home learning during the allocated period of time?

A key aspect of home learning is helping pupils to organise and manage their time. Pupils may need to complete all of their home learning in one sitting or stagger it across the allocated days. We would encourage pupils to take full responsibility and ownership for their learning. As a result, we encourage them to be proactive rather than reactive. To that end, a Home Learning Club will be provided on a Monday lunchtime for those pupils who do not feel they will be able to complete their home learning in time to be handed in on a Tuesday. It is the pupil's responsibility to arrive at this club with the correct books and equipment (e.g. a pen or pencil). The club may not provide enough time for a pupil to complete all of their home learning and this must be taken into consideration.

Some of the tasks on the home learning grid require more adult support or organisation than others. (For example, making a food dish). There is flexibility in which week a task is completed, which hopefully allows home learning to be completed along with family life, extra-curricular activities and commitments.

What if my child does not regularly complete their home learning?

We believe that home learning is vital in supporting a pupil's learning in school and always encourage them to complete each task to the best of their ability. If a pupil persists in not completing their home learning then concerns will be raised and discussed with their parent or carer.

Where will the home learning be recorded?

A home learning grid will be stuck in each pupil's English and Theme Home Learning book. They will also be available on the school website. Each week the Mathematics and Spelling home learning will be produced on sheets, which will be stuck in each pupil's home learning book.