



BRAILES CofE PRIMARY SCHOOL

Home Learning Policy



GROW TOGETHER, SHINE BRIGHT

'Let your light shine.'

Matthew 5:16

RATIONALE

This policy has been written in consultation with children, parents and staff. We believe that homework is important in developing independence, resilience, responsibility and resourcefulness in our children as well as reinforcing the learning which takes place in school. We also believe that it should not be onerous to children, parents or staff and we acknowledge the importance of children taking part in activities with their families and developing other interests outside of school as a means of developing the 'whole' child. We believe that parents/carers should be empowered to achieve a happy homework/life balance for their child/ren. Therefore, children at Brailes CE Primary School will be set compulsory weekly homework as well as additional homework which will run throughout each term.

2. PRINCIPLES OF OUR HOMEWORK POLICY

- Ensure a consistent approach throughout the school.
- Offer clarity about expectations and responsibilities.
- Provide opportunities for home and school to work in partnership.
- Encourage children to develop independence and confidence as life-long learners.
- Provide opportunities for children and adults to enjoy learning together.
- Expected homework is based on retrieval of previous learning and practice.

3. EXPECTATIONS

- 3.1** We expect all children to read and practise their reading, spellings and number facts each week.
- 3.2** In line with our 3B's and School Values, it is expected that children and families will try their very best to establish effective homework routines for reading, spelling and number practice. **(appendix 1)**.
- 3.3** Homework is set by teachers each Thursday and children are expected to complete and hand in anything required by the following Tuesday. No homework is set in holidays. Parents will be informed if children regularly do not complete homework. We recognise that people prefer to complete work at different times to others (often depending on other commitments) and therefore our schedules always include weekends and weekdays so the most suitable time can be chosen by the family. Children will be supported in school when needed and time can be given to use devices at the request of the child/parent/carer.
- 3.4** Reading, times tables and spellings are ongoing activities throughout the week and should be practised as often as possible with a minimum expectation of reading 5 times per week. Spellings will be given out on Thursdays and are to be returned by the following Tuesdays, with evidence of practice or a written comment to say

spellings have been practised on an electronic device/app. Spelling patterns will be checked during informal quizzes throughout the week; there will be a spelling test at the end of each half term.

3.4 To further support families with homework, class teachers will share expectations and model strategies at the beginning of the academic year in Curriculum Meetings.

3.5 Each year group's homework is detailed below:

Class & Year Group	Expected (Compulsory) Activity & suggested timings	Additional (Optional) Activity & details
Squirrels Class - Reception	<ul style="list-style-type: none"> • 10 minutes Reading a day with an adult. Reading of phonics books, sharing books and singing songs • Sounds folders - sound and word reading 	<ul style="list-style-type: none"> • Numbots • Rhyme Challenge (Spring term onwards) • Topic related discussions - looking at books, objects and homemade items to support the topic
Rabbits Class - Years 1 & 2	<ul style="list-style-type: none"> • Reading & verbal questioning/discussion - 10 minutes at least 5x/wk with an adult (see guidance & appendix 2). • Y1/Y2 phonics practice: QR codes linking to videos to revise new sounds to be watched together weekly. • Y2 Spelling, to replace RWI phonic lists: A spelling activity to further investigate, practise or learn the words they have been investigating that week in school is set in spelling homework books each Thursday. Books to be returned to school on Tuesdays. • Total Recall practice: Numbots/Times Table Rockstars and Total Recall prompt booklet. 15 minutes a week. 	<ul style="list-style-type: none"> • Termly Cornerstones topic homework ideas & knowledge organiser retrieval
Owls Class - Years 3 & 4	<ul style="list-style-type: none"> • Reading & verbal questioning/discussion - 15 minutes at least 5x/wk (see guidance & appendix 2). • Y3/4 Spelling: A spelling activity to further investigate, practise or learn the words they have been investigating that week in school is set in spelling homework 	<ul style="list-style-type: none"> • Termly Cornerstones topic homework ideas & knowledge organiser retrieval • Junior Duke Awards Year 3 Bronze Duke

	<p>books each Thursday. Books to be returned to school on Tuesdays.</p> <ul style="list-style-type: none"> ● Total Recall practice: Times Table Rockstars and Total Recall prompt booklet. 30 minutes a week ● White Rose Maths Practice Journals set fortnightly on Thursdays on Seesaw. To be marked at home using answers provided on Seesaw. Books returned to school for acknowledgement. 	<p>Year 4 Silver Duke</p> <ul style="list-style-type: none"> ● Mathsframe - Multiplication Tables Check preparation (Y4 only)
<p>Badgers Class - Years 5 & 6</p>	<ul style="list-style-type: none"> ● Reading & verbal questioning/discussion - 20 minutes at least 5x/wk (see guidance & appendix 2). ● Y5/6 Spelling: A spelling activity to further investigate, practise or learn the words they have been investigating that week in school is set in spelling homework books each Thursday. Books to be returned to school on Tuesdays. ● Total Recall practice: Times Table Rockstars and Total Recall prompt booklet. 30 minutes a week ● White Rose Maths Practice Journals set fortnightly on Thursdays on Seesaw. To be marked at home using answers provided on Seesaw. Books returned to school for acknowledgement. 	<ul style="list-style-type: none"> ● Termly Cornerstones topic homework ideas & knowledge organiser retrieval ● Junior Duke Awards Year 5 Gold Duke Year 6 Platinum Duke ● Y6 SATs activities/revision from Spring term onwards

4. GUIDANCE

Reading: sharing books and reading is an extremely important homework practice and we encourage children to read daily with their parents/carers. This should be a mixture of a child reading a book to an adult as well as a parent/carer reading to a child. Parents/carers are encouraged to discuss books with their child to develop their understanding as well as fluency (appendix 2 will help support this discussion along with the resources on our school website: [Supporting Children's Reading](#))
Reading at home should be recorded in the child's school reading record by the child and/or parent.

Spelling: The 'Essential Spelling Scheme' focuses on the teaching of spelling, embracing knowledge of spelling conventions - patterns and rules. Integral to the teaching is the opportunity to promote the learning of spellings, including National Curriculum statutory

words, common exception words (where phonics does not work because it is spelt in an unusual or uncommon way) and words that children personally find difficult. Learning focuses on the application of spellings into writing.

Within class sessions a range of strategies for learning spellings are introduced and practised. Each week, the children (Y2-Y6) will be set a spelling activity to further investigate, practise or learn the words they have been investigating that week in school is set in spelling homework books each Thursday. Books to be returned to school on Tuesdays. Throughout the school week, children will be quizzed on these words to ensure that the words have transferred from their short term memory to their long term memory, resulting in spelling fluency and accuracy when writing. There will be no formal weekly spelling tests, but a spelling test at the end of every half term, the results of which will be shared with parents.

Talk and singing: Talking with adults helps children to understand what they are reading, develop important speech and language skills and process emotions and feelings. Singing helps children to develop an understanding of the rhythm of language and to hear rhymes and language patterns. These in turn help children to become more successful readers, writers and communicators across all areas of learning including our ability to form friendships. We encourage all parents and children to continue to talk and sing together throughout their time in school.

Maths Total Recall: children are requested to regularly practise times tables on Times Table Rockstars using their individual log in provided to them. Regular practice on TTRS at home is essential for building fluency and mastery of number facts. TTRS is good for this as the programme can target and personalise so the child gets given extra practise on recall facts which need extra practise Prompt sheets may also be provided from time to time/when requested to assist. Children in Reception are encouraged to use the Numbots app for 5-10 minutes three times a week to support the development of their maths fluency. Numbots provides opportunities to practise number activities, including subitising, counting, addition and subtraction, and supports children in working towards gaining their Total Recall badges. Total Recall Question Booklet can be found on the school website here: [Total Recall](#)

White Rose Maths Practice Journals (Year 3-6)

White Rose Practice Maths Journals align to the Maths your child has been working on in class. Work set fortnightly on Thursdays will be shared on Seesaw. Parents/Carers are asked to work through the answers (provided online) to help their child mark their work and discuss any errors. Journals are handed in to the class teacher at any point within the 2 week period, and teachers will be on hand during that time to answer any queries and provide support

5. ADDITIONAL OPTIONAL ACTIVITIES

We recognise that some children and families would like to have guidance on additional activities related to school for children to engage in to develop deeper learning at home.

The following are available as options:

Curriculum Knowledge Organisers

These are sent home at the start of each term. They outline the learning each class will be covering and some key vocabulary. Children may use these as a starting point to explore knowledge further using research skills taught in school. Children are encouraged to share any work they may produce as a result of this with their class teachers.

Topic Homework

At the start of each term, children will be provided with a 'Homework Ideas' sheet for the term's topic. Children are free to choose any activity from the sheet or create their own similar activity which can be brought into school any time after the holiday in which it was sent. Pupils can complete as many of the activities as they wish and work can be brought in at any time during the new topic. All projects completed at home will be shared with class members.

Junior Duke

All children in Y3-6 pupils have the opportunity to take part in the Junior Duke Award (organised by Capable Kids). Junior Duke is aimed to encourage and develop independence, confidence, resilience and self-motivation. Children learn and practise a large variety of life skills. Children in different years will complete the award at different levels. [Brailes Junior Duke](#)

SATs: Year 6 children may be given additional booklets/activities to complete in the Spring term which will help them to revise for end of key stage tests. These activities provide an excellent means for consolidating learning and for identifying next steps; parents' and children's engagement is paramount.



6. RECOGNITION

Teachers may give verbal praise, stickers and stamps as well as house points and values tokens for completing homework activities. In Years 3 to 6, for every White Rose Maths activity attempted/completed, children will be awarded 5 house points. Headteacher reward slips will be awarded to all children completing Topic project homework. Junior Duke Award certificates and badges and awarded in celebration assemblies through the year.

GROW TOGETHER, SHINE BRIGHT

‘Let your light shine.’

Matthew 5:16

BELIEVE BELONG ASPIRE

Be ready.




Be respectful.




Be my best.






Courage



Compassion



Curiosity



GROW TOGETHER, SHINE BRIGHT

‘Let your light shine.’

Matthew 5:16



BELIEVE BELONG ASPIRE

Be ready: embrace high standards in all we do; come to school with a ready to learn attitude (properly equipped and wearing school uniform); ensure high attendance and punctuality; be ready for learning; attend parents' evenings and workshops to support learning and wellbeing; communicate effectively.

Be respectful: value, respect and include everybody; care for all children in school; create a safe and happy environment in which every child matters; move around school safely; support school's policies.

Be my best: be compassionate, curious and courageous; celebrate successes; learn from mistakes; support home learning; work in partnership; stay safe online; make the most of every minute of learning and social times; enjoy being part of the school team.

Appendix 2: Reading Guidance [Supporting Children's Reading](#) Supporting Your Child's Reading at Home

Early Readers (those who are undertaking the RWI phonics programme)

Children will bring home three different types of books each week.

1) Read Write Inc books

When children bring home the book they have been reading in their phonics lesson, we expect they will be able to read it without support as they have been taught for accuracy, fluency and understanding. Children should read this book in their practised 'storyteller voice'. This is an opportunity for them to show off their super reading skills to you.

2) Read Write Inc Book Bag Books

Every time your child brings a RWI book home, they will bring a Bookbag Book that has many of the same words but in a new story. They will have practised the ditty book in school but won't have read the Bookbag Book so may need a little more guidance to ensure that they use their sounds carefully.

Listen to your child read the same Storybook again and again until they become confident and speedy.

- 1st read – focus on accuracy (decoding)
- 2nd read – read more quickly (fluency)
- 3rd read – develop understanding of what they have read (comprehension)

Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'

Discuss the story and encourage their storyteller voice. A good way to do this is by modelling reading, changing your voice when someone talks or something interesting happens.

3) Sharing Books

You can teach your child about reading by reading to them. Therefore we also send home sharing/library picture books that are above the child's current level of decoding. By reading with your child, it will give them an opportunity to be exposed to language and story lines they may not otherwise come across.

Proficient Readers

1) Independent reading

Children will bring home books they have selected matched to their reading ability.

Before

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book and read the blurb.

During

Encourage children to track the words with their finger or use a reading ruler if this helps them.

Help the children to decode (read) the words and ask them about the meaning of more challenging words.

Afterwards

Talk with your child about the content of what they have read – Use the reading prompt questions at the back of the learning log to help you cover the different skills.

2) Shared reading

Whatever stage children are at, it is valuable for them to hear others reading stories. It supports their development of expression and intonation. An audiobook is a wonderful way to do this or having a family book you dip into is also a special way to celebrate reading together.

Reading With Children

Top Tips:

- Regularly.** Read regularly for a short burst of time.
- Enthusiasm.** Show your enthusiasm and enjoyment of reading - your children look to you as a role model; if they see that it is important to you they will feel that it is important to them.
- Ask.** Take the time to ask questions to each other and discuss what you have read.
- Divide.** Share the reading and questioning. Take turns.

Choose a reading skill focus each time you read. You may choose more than one.

Decoding and Fluency

Expression and Intonation

Comprehension

<p>Every time you read together</p>	<p>Step 1 is always the same, no matter the reading focus.</p> <ol style="list-style-type: none"> 1. Introduce the book to your child. Tell them how much of the book they will read during this session e.g. 3 pages, 1 chapter etc.
<p>Decoding and Fluency:</p> <p>Practice sounding out new words.</p>	<ol style="list-style-type: none"> 2. Phonics book: look inside the front cover and share the speed patterns or green and red words in the book. Accelerated Reader (A.R.) books: discuss how to pronounce new words and their meanings as children encounter them. 3. Child to begin reading. Support any words which they are unsure of by helping them to break the word into sounds (Fred Fingers). Blend together sounds and repeat the word. 4. Adult reads the whole sentence, child repeats the whole sentence (echo reading). 5. Finish with a discussion of what you have read together, ask each other a few questions. Congratulate your child's effort. 6. Write in the reading diary. Add any specific notes that you may feel are important e.g. Child A read all of the green words well but found the -aw pattern tricky.
<p>Expression and Intonation:</p> <p>Practice varying speed and tone to create a reading flow.</p>	<ol style="list-style-type: none"> 2. Share the reading focus together e.g. to read speech in the emotion of the character; use different voices for each character, notice punctuation. 3. Spot and share new words or words the child struggles to pronounce. 4. Adult model reads a sentence / paragraph / page before the child echo reads. 5. Finish with a discussion of what you have read together, ask each other a few questions. Congratulate your child's effort. 6. Write in the reading diary. Add any specific notes that you may feel are important e.g. Child A learned the word 'furious' and read the character with an angry voice.
<p>Comprehension:</p> <p>Practice the understanding of the text: <i>vocabulary, explanation, retrieval, inference, prediction, summarise / sequence</i></p>	<ol style="list-style-type: none"> 2. Share the reading focus together e.g. we'll read to page 6 and then we're going to predict what will happen next. 3. Child begins reading and then the adult reads for a short time before swapping back. The adult reading offers a model of fluency and allows the child to focus on comprehension, easing brain overload. 4. Stop at different points to check understanding with specific questions. 5. Finish with a discussion of what you have read together, ask each other a few questions. Congratulate your child's effort. 6. Write in the reading diary. Add any specific notes that you may feel are important e.g. Child A was able to tell me why they liked the character of the mouse.

Examples of Reading Question Stems / Tasks

These questions will support when you choose a reading focus. You may choose questions from different areas.

Comprehension skill	Question stem / task
Vocabulary	<p>What does <i>'this word'</i> mean?</p> <p>Can you use <i>'this word'</i> in a sentence of your own?</p> <p>Which word in this sentence do you think is the most important? Why do you think that?</p> <p>Why do you think <i>'this word'</i> is repeated?</p> <p>Find a word that tells me what the character is like.</p> <p>What do you think <i>'this phrase / expression'</i> means? E.g. 'The weather was filthy.'</p>
Retrieval of Facts	<p>Why / when / who / where / what / how? Questions</p> <p>Give one piece of evidence to show...</p> <p>Name a problem that this character came across on this page / in the book.</p> <p>How did they solve the problem?</p> <p>Is this statement true or false? E.g. <i>Charlie was a greedy, selfish boy.</i></p> <p>Name 2 things the character found hard / easy / confusing etc.</p> <p>Where is the story set?</p> <p>Tell me 2 things you've learned about this character.</p>
Prediction	<p>What does the front cover make you think the story / book will be about?</p> <p>What do you think will happen next?</p> <p>Why do you think the character said / did that?</p> <p>Why do you think the author chose that word?</p> <p>What lesson is the story trying to teach?</p>
Explanation	<p>What genre of book is this?</p> <p>Has the story reminded you of anything that has happened to you or someone in your family?</p> <p>How is this character similar / different to you?</p> <p>Is this character like a character in another book you have read? How?</p> <p>What is the main problem the characters face in the story?</p> <p>Who do you think is the most important character in the story? Why?</p> <p>Who is your most / least favourite character? Why?</p>
Inference	<p>Find a word which shows how a character feels?</p> <p>Can you find where humour is used?</p> <p>How does this paragraph / phrase make you feel? E.g. scared</p> <p>Which words make you feel that way?</p>
Summarise / Sequence	<p>Which of these events happen first in the story?</p> <p>What happens next after...</p> <p>What happens at the end of the story?</p> <p>How does the main character change over the story?</p> <p>When does Character A meet Character B?</p>

