

Bilton Church of England Junior School

As a school, we recognise that our children come from very different and diverse home situations. As such and with over 400 children, it is impossible to meet the precise requirements and desires of each individual parent. We strive to work in partnership with parents and to provide the frame for home learning, upon which parents can use their personal knowledge of their child to adapt the precise timing and nature of activity undertaken.

Why does the school set Home Learning?

- To inspire all learners in learning beyond the classroom.
- To encourage independence and readiness for secondary school.
- To encourage learners to pursue lines of own interest.
- To consolidate and re-enforce concepts/skills learnt in school.
- To extend learning and create greater personal challenge.
- To provide opportunities for parents and children to learn together.

How much Home Learning will be set, when and how will it be set?

Themed Home Learning

Each half term, your child will be given a sheet which contains at least 8 different activities which are based on their current themed learning in school. This will be the same sheet across all 3 classes in the year group. There will be 2 activities which all children are expected to complete, (it may also state the week for the activity to be completed in) and at least 6 that they may choose from, (there will always be at least 2 more activities than the number of weeks in the half term). Children are expected to complete one activity per week to be handed in on a Monday. Activities will cover as many subjects as possible including English/mathematics.

English

Reading: Regular reading is vital and directly linked to the quality of children's writing. Children are not routinely given a traditional style 'home reading diary' however these can be provided by the school upon request, for any child in any year group. They may also be given by a teacher to individual children who it is felt would benefit from them. Reading in school occurs frequently during many opportunities including 'guided reading' sessions where the children's reading is assessed and recorded in school. Children should be encouraged at home to read for enjoyment and this may include reading with your child, to your child or allowing them to read quietly to themselves, (depending on their age and ability). They should be encouraged to read a wide variety of different texts which might include, internet, magazines, electronic reading devices as well as reading books of their/your choice. Children should be challenged to read increasingly complex texts and not be afraid of making mistakes. Parents can support by questioning the understanding of text that your child has read, discussing the use of punctuation as well as helping them to 'sound out' the letter sounds of unfamiliar words.

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Spellings: All children will be given a weekly spelling test which will be set by the teacher to meet the individual needs of the learners in his/her group. The day of the test, together with the day the spellings are set will depend on the timetable for each group.

Reinforcing English task: A small task will also be set on a weekly basis to support one of the key learning intentions of the week or a specific need of your child. This could be based on punctuation, grammar, comprehension, handwriting or a short writing task. The day this is set will depend on the timetable for each group.

Mathematics

Times tables: The national expectation by the Government is that all children will know by heart all times tables up to 12x12 by the end of year 4. A weekly times tables test will be set by all teachers and as children become increasingly confident in their tables, this will develop to inverse, ($4 \times 6 = 24$, $24 \div 6 = 4$ etc)

Reinforcing numeracy task: A small task will also be set on a weekly basis to support one of the key learning intentions of the week or a specific need of your child. This could be based on number, calculations, data handling, shape or a maths investigation. The day this is set will depend on the timetable for each group.

How much support should I give?

Home Learning is primarily for your child to complete on their own. As your child grows older their level of independence should increase and the role of the parent should evolve from 'working alongside' to 'quality assurance'. Younger children will benefit from working alongside a parent to complete the tasks, whereas, older children should be encouraged to produce high quality work independently, in readiness for secondary schools.

The school values home school partnerships and the quantity and quality of Home Learning should be monitored by parents; if your child spends a long time but does not complete the task or wishes to spend longer on a task that inspires them, we would encourage this flexibility and ask that you drop a note to the class teacher to explain.

What happens to the finished products back in school?

The way home learning will be used in school will be as diverse as the activities give. This may include:

- Formally marked and handed back
- Assessed and kept in school
- Used for display
- Shared with the rest of the class in a gallery
- As a stimulus for wider learning

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What happens if my child does not complete the set Home Learning?

Home Learning is a valuable part of the learning experience that we provide for your child. We recognise that life circumstances sometimes dictate the amount of time available for young children and busy parents, and that children need time to take part in outside interests. In the interest of effective partnerships, we would ask that parents communicate with your child's class teacher if there are any reasons why Home Learning may not be completed, so that your child is not unfairly penalised. As the school wants to work with you in this area, we will assume we have your support and therefore occasional missing Home Learning tasks will be viewed as such and we will not enforce its completion. If however, Home Learning is consistently missing, the teacher will initiate a dialogue with the parents to see how we can support. It should be noted that there are occasions when missing Home Learning will put your child at a disadvantage in accessing the aspects of the learning in school.

If it is your decision for your child not to be involved with Home Learning, please inform the school in writing, so that the letter may remain on their Pupil File.