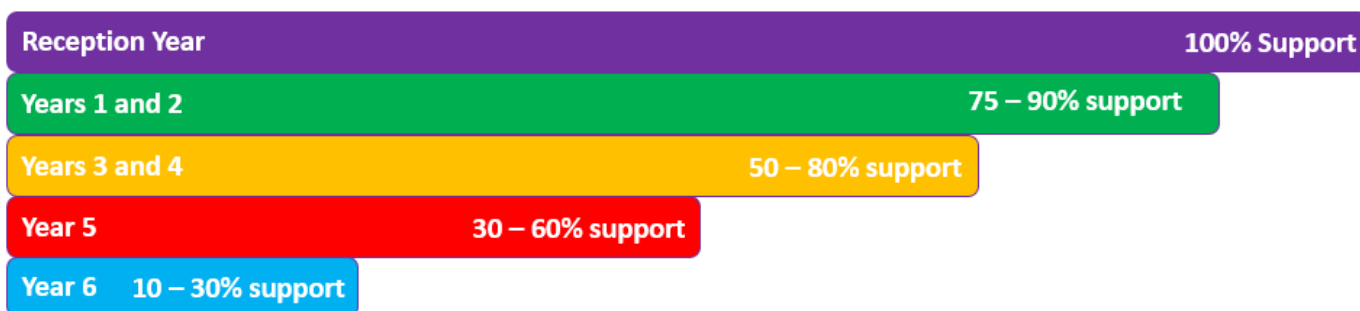




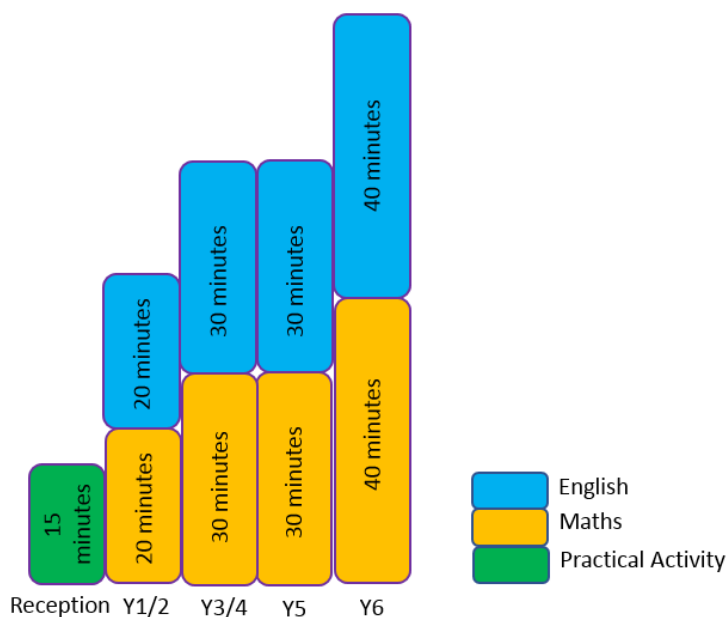
## Bishops Itchington Home-learning Policy and Advice to Parents/Carers 2019 - 2020

Bishops Itchington School has consulted with a Parent Forum, its teachers, a selection of pupils and its governors to write this revised home-learning policy. It is intended that the school now has a policy that will be helpful to everyone and be of the most benefit to our pupils.

Bishops Itchington Primary School sets weekly home-learning for its pupils. One of the purposes of home-learning is to gradually build up pupils' stamina to work with independence as they progress through the school. Our long-term aim is to prepare every child for their transition to secondary school when they will be expected to organise and complete at least two pieces of home-learning every night entirely independently. For this reason, the length of tasks and the level of independence increase gradually through the year groups.



*The expected level of support from parents/carers with children's organisation and completion of the home-learning task by year group.*



*The amount of time expected for pupils to spend on home-learning every week by year group. The learning of spellings and reading is in addition to this.*

There are a number of other benefits that home-learning provides to pupils, which include:

- Parent involvement/discussion about what the children are learning.
- Pupils can practice skills at home to help consolidate their classroom learning.
- To extend the partnership between home and school.

Parents have told us that having a weekend to complete home-learning is extremely useful because it can be difficult to fit in quality time for home-learning tasks during busy weekday afternoons and evenings. This is especially the case when parents are supporting two or three children with their home-learning. So,

Maths will be given on Thursdays – to be handed in the following Wednesday.

English will be given on Tuesdays – to be handed in the following Monday.

Spellings will be given on Mondays or Fridays – to be tested the following Monday or Friday.


Reading to be completed a minimum of 5 times per week.

To help parents know what home-learning book should be handed in on which day, teachers will write the due-day on the front of all home-learning books.

Jane Brown English Home-learning.

**Monday**

Parents have told us that they would like to communicate to teachers how long a task has taken to complete and the amount of support their child has received during the task. To help communicate this to their child's teachers and to help teachers, a grid will be published at the top of each home-learning task, as follows:

<p>The level of independence:</p> <p>Worked independently <input type="checkbox"/></p> <p>A little support given <input type="checkbox"/></p> <p>Considerable support <input type="checkbox"/></p>	<p>Thinking/planning time:</p>  <p>Time to complete:</p>	<p>Please tick to show how much your child enjoyed this activity:</p> <p></p>
--	--	--

### **Linking Homework to Class-Learning**

Parents have told us that they would like home-learning tasks to be introduced with a purpose that explains how it links to current learning. This helps parents to discuss the home-learning with their child. For example, “The class have been learning how to write instructions. This week’s home-learning is to practise this skill by....”

### **When is it a Good Time to do Homework?**

It is important to choose the right time to do home-learning. There should be a generous time-window so there is not a need to rush or feel under pressure to complete it quickly. (Avoid doing home-learning just before you or your child is about to go out). At the time chosen to complete the home-learning, your child should sit down in a quiet place, free from distractions.

It is a good idea to check that your child is not hungry, thirsty or tired before doing home-learning as this could cause stress and lack of concentration. Some parents find that choosing a regular time each week to do home-learning works well and others find that completing home-learning as soon as it is set works well because the child can more easily remember the instructions. Plus, the feeling of giving in home-learning early is an extremely positive one! Parents/carers giving a small reward, such a sticker, can be further positive encouragement.

### **Guidance for Parents on how to support their child with an English Writing Task**

Starting a writing task is often tricky for children - it is common for them to be struck right at the beginning. We recommend that soon after the English home-learning is given, parents spend a few minutes talking through the task together. It is a good idea for parents to write down the ideas on some paper or on a whiteboard (it is not necessary for younger children to write anything at this stage). Talking about writing is an extremely important and necessary skill so encourage thinking, talking and coming up with ideas about what they can write.

### **Guidance for Parents on how to support their child with a Maths Task**

Children will be given maths tasks to suit their ability. The purpose of maths tasks is for the children to practise something they have already learned at school, so they should be able to complete it with some independence. It is good to encourage your child to use counters, objects or to draw dots, etc. to help them with their maths, if this helps.

There is a set way that the school teaches arithmetic (written methods of adding, subtraction, multiplication and division) and this changes as the pupils move up the school from one year group to the next. It is highly probable that parents were taught how to complete arithmetic differently to how it is taught now – there is guidance given in the school’s calculation policy that can be viewed on the school’s website. If clarification is needed, then parents/carers should ask their child’s teacher for help.

Where possible, teachers will try to include fun, practical maths activities that can be done together with an adult.

## **Reading**

Reading is, by far, the most important skill your child needs to practise to help their learning across all subjects (and this includes maths because maths problems are written in words). De-coding (reading words) and comprehension (understanding the meaning of texts) are both important skills. Building your child's confidence to read is important.

Children should be encouraged to read with adults at home, and this can be in a range of ways:

- Reading together at bedtime.
- Your child reading to you.
- Taking it in turns to read.
- Getting your child to ask you questions about a story.
- Read your own book at the same time as your child reads theirs.

It is a good idea to complete your child's reading diary every time they read – not just their school book but also include toy instructions, cookery books, etc.

Parents have said that they would like opportunities to come into school to read with children (theirs and others). School will look for occasions when this can be done e.g. after class lunches.

Parents have said that they would like to see a comment in children's reading diaries from teachers. Teachers will ensure they do this when they listen to your child read (within the lower part of the school, typically). When paired reading takes place between classes, reading diaries will also be completed then.

Class Teachers will run incentives to encourage children to read and record this in their reading diary. For example, awarding house points or a raffle ticket draw.

## **Spelling**

Pupils will be set spellings to learn every week. Depending upon the stage a child has reached, they may receive different or less spellings from other children in their class; this is to ensure that your child is learning at the appropriate level to suit their confidence.

Ideally, spellings should be practised on many occasions throughout the week – repetition enables the spellings to enter the child's long-term memory. It is not a good idea to only learn the spellings the night before the test. Although children may score highly using this approach, the learning may only enter their short-term memory and can quickly be forgotten.

If your child has difficulty with spellings (and many children do), you can speak to their class teacher. Some suggestions are: write the spellings on cards and place them somewhere in the house (kitchen, etc), get your child to test you, make a scrabble game with the letters.

## **Home-learning Club**

School provides a Home-learning Club on Thursday lunchtimes every week in school, which is open to all children. There is no charge for attending Home-learning Club. The Club is supported by a Teaching Assistant who is skilled at supporting home-learning through the range from Reception Class up to Year 6. Home-learning Club is provided for:

- Children who find they are better motivated to complete their home-learning in the school environment,
- Children who find it tricky to find enough time when they are at home,
- Children who would like to be supported by a Teaching Assistant to complete their home-learning

- Children who find it difficult to organise themselves to complete home-learning.

### **After-School Club (Buddies)**

For those children who attend Buddies - before and/or after-school club – it is fine for them to complete their home learning there. Once again, adult support is usually available, should the children need it

### **Language to Encourage your Child**

The school uses “We Are Positive” language at school to encourage the children with their learning across all subjects. These are phrases that are regularly discussed and used in the classroom to help the children stay focused and to raise their self-esteem.

#### **WE ARE POSITIVE SLOGANS:**

- “Just be the best you can”
- “If I try, I will feel good”
- “Everyone’s best is different,”
- “Mistakes are how we learn,”
- “We support each other, always.”

It is a good idea to use these slogans with your child and encourage your child to say them out loud. They can be applied to any activity, such as swimming, reading, running, art (not just home learning).

It is best to avoid negative comments such as: “I was useless at maths when I was at school, too!” This serves to reinforce that it is ok to give-up. Instead, a positive approach raises confidence and self-esteem.

### **What do I do if my Child finds the Homelearning too Difficult?**

If a child has been absent from school, it is possible that they have missed the learning needed for them to complete their home learning. The adults work hard to help a child catch-up on missed lessons, but it is often not possible to replace the whole learning experience on a one-to-one basis while the rest of the class move onto new learning. If this is the case, then different home learning may be given to your child. Please arrange to speak to your child’s teacher if you have any concerns.

If your child finds the challenge of starting home learning too tricky, then please arrange to speak to their teacher so that a strategy can be put in place to support you and your child.

Teachers realise that sometimes there are special circumstances when it is not possible to complete home learning. If this is the case, please tell your child’s teacher so they can understand the reasons; this will reduce the anxiety children feel if they have not handed in their home learning on time. Please don’t be scared to let your child’s teacher know – they will be understanding and it helps school to support your child.

### **The Use of ICT-Related Home-learning Tasks**

On occasions, teachers will set homework that uses computers – typically, this is as the children are in the older classes. Should a family have difficulty accessing the Internet, etc., then please let the class teacher know. (When pupils start secondary school, much of their home-learning will involve using ICT).

### **Parent/Carer Concerns**

If parents or carers have any concerns about home learning, then please ask for support from school. We wish to work with our families because together we can provide the best education for your children.