

Brooklands Homework Policy



At Brooklands School we expect all the children to work hard throughout the school day and therefore their time outside school should be for rest and relaxation. Going to Brownies, Beavers, swimming, dance and football clubs are very valuable activities. Equally valuable is family time spent at home, playing, talking, and seeing friends.

We also believe that a carefully balanced homework programme is beneficial for the children for the following reasons:

- ◆ To give parents opportunities to be directly involved in their child's learning
- ◆ To reinforce the partnership between home and school
- ◆ To consolidate skills learnt in school and give opportunities to extend learning

Homework is most effective and productive when done in a supportive, secure environment when time is set aside. We have found that children who are helped with their homework, particularly their reading, make much better progress. At Brooklands, children are praised for doing their homework.

The homework set in each year group will be reviewed at the beginning of each school year to make sure it continues to be relevant to the children's learning needs.

Guidelines:

We firmly believe that regular reading practice is vital to develop early reading skills and we ask all children to take part in regular reading practice.

The compulsory elements of our homework policy appear in ***italic bold***. The school will speak to parents / carers who are not supporting their child in this area of learning. The other areas are homework suggestions that you are encouraged to use if you wish to do further home learning support.

EARLY YEARS FOUNDATION STAGE

Nursery & Reception

- ◆ ***We encourage parents to read books and / or a story regularly with their child***
- ◆ ***A Green Reading record book is provided to indicate when they have read with a child and make a comment if relevant.***
- ◆ The phonic sounds that each class have been learning are sent home weekly.
- ◆ The weekly class newsletter has suggested talk homework and the foci of the coming week.

KEY STAGE 1

Year 1

- ◆ *Children should read daily (for at least 10 minutes). They are encouraged to change their books themselves each day (or whenever they finish a book), choosing a 'story book' (un-levelled) and a 'reading book' (levelled books from the class library, colour coded with a sticker). Each child will know their own colour level and there is a coloured dot sticker on the front of their reading record which corresponds to their level. Adults should write a short comment in their child's green reading record when they read at home.*
- ◆ *After the autumn half term children will be given letter sounds/spellings to practise and learn each week. These will be linked to the National Letters and Sounds Phonic Programme.*
- ◆ Children should continue to practise counting and number skills through games at home, and should try to log on to Mymaths at least once a week to help support their learning.
- ◆ Children may sometimes be asked to find out simple information, collect items, or complete a creative activity linked to topic work. These tasks will be explained in our curriculum newsletter, which is uploaded onto Edmodo each week.

Year 2

- ◆ *Children should be reading daily (for at least 10 minutes) either a book from the class library or on bug club.*
- ◆ Children will be given a small reading task to complete in their journals. This activity should be based on a book they have chosen themselves, either from home or the class library. The children have a week to complete this piece of work and given in on their next guided reading session.
- ◆ *Children are asked to learn spellings, sometimes these may be tested and sometimes the teacher will be looking for application of these in independent writing. These spellings are based on high frequency spellings and phonic sounds they are learning, a list will be given out each term and be available on Edmodo.*
- ◆ Children should try at least once a week to log on to Mymaths to help support their learning.
- ◆ Children may sometimes be asked to find out simple information, collect items, or complete a creative activity linked to topic work. These tasks will be explained in our curriculum newsletter, which is uploaded onto Edmodo each week.

KEY STAGE 2

As the children become fluent, independent readers they need to extend the range of their reading material and develop their own critical views.

Years 3 & 4

- ◆ ***Children should be reading daily (for at least 10-15 minutes) either a book from the class library, on bug club or from their own book choice at home or local library.***
- ◆ Each child is asked to complete a short task (based upon a list of suggestions) which is based upon a book of their choice, either from home or the class library. The children have a week to complete this piece of work in their journal and must bring it into school on their allocated guided reading day. During guided reading the teacher will look at this task and check for application of skills in independent writing. The teacher will acknowledge mark this piece of work with their initials, the main focus of the guided session will then be looking at how to develop each individual child's reading and comprehension skills through direct teaching. While each child's interest and attention is different we request that parents encourage their child to complete this task as it helps to consolidate learning that has taken place in the classroom, we expect this activity to take no longer than 15 minutes.
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- ◆ Children should try at least once a week to log on to Mymaths to help support their learning, spending around 15 minutes on the tasks
- ◆ Children may sometimes be asked to find out simple information, collect items, or complete a creative activity linked to topic work. These tasks will be explained in the year 3 / 4 curriculum newsletter, which is uploaded onto Edmodo each week.

Years 5 & 6

- ◆ ***Children should be reading daily (for at least 15 minutes) either a book from the class library, on bug club or from their own book choice at home or local library.***
- ◆ Each child is asked to complete a short task (based upon a list of suggestions) which is based upon a book of their choice, either from home or the class library.

The children have a week to complete this piece of work in their journal and must bring it into school on their allocated guided reading day. During guided reading the teacher will look at this task and check for application of skills in independent writing. The teacher will discuss work as a group and also acknowledge mark this piece of work with their initials, the main focus of the guided session will then be looking at how to develop each individual child's reading and comprehension skills through direct teaching. While each child's interest and attention is different we request that parents encourage their child to complete this task as it helps to consolidate learning that has taken place in the classroom, we expect this activity to take no longer than 15 minutes.

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- ◆ Children are welcome to write additional comments about books they are reading or record other work but this is not a school expectation.
- ◆ Children should try at least once a week to log on to Mymaths to help support their learning, spending around 15-20 minutes on the tasks
- ◆ Children may sometimes be asked to find out simple information, collect items, or complete a creative activity linked to topic work. These tasks will be explained in the year 5 / 6 curriculum newsletter, which is uploaded onto Edmodo each week.

Year 6 pupils will also receive an additional contact book which they are expected to record their homework plus and additional tasks or messages in. Parents/ carers are asked to check these and sign on a weekly basis. This is preparation for the children moving on to secondary school to help them keep a diary and contact book.

This policy will be reviewed annually.