



Homework Expectations

These expectations should be read in conjunction with the **Key Skills Progression Document**.
<http://www.bereregis.dorset.sch.uk/wp-content/uploads/2021/03/Key-Skills-Progression-v-Mar-21.pdf>

Rationale

In setting homework, our primary aim is to engage parents in their children's learning. An extensive 15-year study, representing the most in-depth statistical analysis of a variety of factors on pupil success conducted by Professor John Hattie, found that when pursued consistently throughout a pupil's development, parental engagement could amount to the equivalent of an addition two to three years' schooling for a child, adding massively to their overall achievement.

Within the study, parental engagement is defined as: setting goals together; displaying enthusiasm for learning; encouraging good study habits; asking questions; valuing experimentation and learning new things; and enjoying reading.

Definition and Aims

With this evidence in mind, at Bere Regis Primary and Pre School, we define homework as any activity that pupils undertake outside of school lesson time. This is primarily the practise of key skills as well as some specific, set tasks.

In setting homework, we aim to ensure it meets two key aims.

1. Creating an opportunity for parents and carers to engage in their child's learning
2. Providing the chance to reinforce skills and knowledge already taught

Parent View

These expectations were developed by making use of results of a feedback survey to parents, in October 2018. It has then been reviewed in July 2020, to include the greater use of online resources that has come about since school closures, and our need to prioritise the key skills children need to succeed. The expectations will be reviewed every three years, in order to remain up to date with educational developments and the views of stakeholders.

Expectations

The primary focus of all home learning should be the key skills that children at Bere Regis need to succeed (see the key skills document <http://www.bereregis.dorset.sch.uk/wp-content/uploads/2021/03/Key-Skills-Progression-v-Mar-21.pdf> reading, phonics, spelling & punctuation, handwriting, typing, times tables, number bonds and physical development. Parents should make close use of the key skills document in supporting their child at home, noting the milestones their child should be reaching in each year group. As shown in the research quoted above, it is the investment and engagement parents show in this that makes most impact on children's learning.

Learning at home will take four forms:

1. Key skills routine practice
2. Other key skills practice
3. Weekly set maths tasks
4. Working on vocabulary from curriculum maps

1. Key skills routine practice

Parents should support learning at home, with the following routines.

Class	Reading	Phonics, spelling & Punctuation	Times tables (eg packs from school, Hit the Button)
Tyneham	10 minutes every day	10 minutes every day	NA
Studland	15 minutes every day	10 minutes every day	20 minutes weekly
Lulworth	15 minutes every day	10 minutes every day	20 minutes weekly
Kimmeridge	20 minutes every day*	20 minutes weekly	20 minutes weekly
Jurassic	20 minutes every day*	20 minutes weekly	If times tables are not known, 20 minutes

*in Key Stage 2, children will sometimes be asked to complete reading comprehension tasks from their CGP book, which will be sent home; this should form part of the reading time for that week

At Bere Regis Primary and Pre School, we expect that pupils will read at home every day. Sometimes this will be books provided by school, but often it will be reading of their choosing. Parents and pupils will note much of this reading in their Home School Reading Record, to be shared with school staff.

Pupils will be given a list of spellings to learn at home either through Spelling Shed or in a home-school book. These are tested within school.

Each week, pupils must spend time practising times tables. At the end of Year 4, pupils will sit national tests with the expectation that they can recall all times tables up to 12 x 12. We will support this in class through lessons and with weekly quizzes in Key Stage 2. To support pupils, parents are encouraged to begin with 2s, then 10s and 5s, then 3s and 4s, then 6s and 8s, then 7s and 9s and finally 11s and 12s. Useful interactive tools include Times Table Rockstars and Hit the Button. Teachers will also provide times tables resource packs.

2. Other key skills practice

While there is no weekly expectation on families to practise the following key skills, parents will also want to support their children's success by working on these as and when

appropriate. There is a selection of supportive resources as part of the key skills document, to which reference should be made.

Handwriting: will need adult support to ensure errors are not repeated; resources can be borrowed from school to support formation, including books with specific lines

Typing: see the key skills document for supporting resources

Number bonds: number games can be borrowed from school; see the key skills document for supporting resources

Physical development: see the key skills document for supporting resources

3. Set maths tasks

Class	Time per week	Learning
Tyneham	10 minutes	Maths games from the 'library of games'
Studland	20 minutes	Maths games from the 'library of games', Numbots or Manga High assigned tasks; parents will be informed through the home-school reading diary
Lulworth	20 minutes	Manga High assigned tasks set each Monday
Kimmeridge	30 minutes	Manga High assigned tasks set each Monday
Jurassic	40 minutes	Manga High assigned tasks set each Monday

These are given every week during term time. They are set on Monday and reviewed the following Monday. In the last week of term, they will be set on Monday and assessed on Friday.

4. Curriculum maps

Curriculum maps are sent home at the beginning of each topic. Working on the vocabulary from these topics is a crucial way that parents can support their child. This will help prepare them for each topic.

Parents can also choose to engage further with their child's learning by making use of the curriculum maps, published at the start of each new topic, for inspiration (such as what to research, related arts and crafts, non-fiction reading; additional ideas can be sought from the teacher, if parents choose to do this).

Personalisation

Parents use the key skills progression document to ascertain the next steps for their child and ensure the time invested is pitched at just the right level for their child.

Assigned Manga High activities will be differentiated by teachers to ensure they suit the learning needs of each child. Manga High is also responsive, so that it will get easier or harder depending on how a child gets on.

When setting Manga High assignments, staff will turn off the timer, so that those children who need a little more time do not feel rushed.

Feedback

Reading is recorded and monitored in the home-school reading diary. Children who read and record this regularly will be praised and rewarded. Where there is concern that reading is not being undertaken daily, we will get in touch with parents.

Spelling Shed, Numbots, Times Tables Rockstars and Manga High will be monitored each week, on a Monday. This will allow teachers to check that both key skills learning and set maths tasks are being undertaken. It will also offer an opportunity to praise children for the efforts they have made and to support those where there have been difficulties.

Children who practise regularly are likely to be successful in applying the skills learned in class, through progress with spellings in tests or passing weekly times table quizzes, for example. They will also be able to make use of their skills during other lessons; being able to type well during an English lesson will demonstrate the efforts they have put in, for example.

Support from school

We are keen to support home learning however we can. Please ask for advice and support whenever we can provide it. We can also provide stationery for use with home learning; please ask. Where a parent makes a specific request for additional work at any time, including the holidays, this will be considered by staff on an individual basis and may or may not be provided. In the first instance, parents should refer to the key skills document for next steps and resources.

At the beginning of the year, there is a welcome meeting for parents in which routines and expectations are explained.

All log in details will be provided in each child's home-school reading record.

We will provide weekly after school homework clubs where children can access support from teachers, an environment conducive to learning and can make use of laptops and iPads. All children are welcome, but this is especially important for families where access to hardware and the internet is limited. We encourage parents to join this club, with their child, if they would like to.