



# HOME LEARNING

## BUCKINGHAM PARK

### An information guide for parents

This information guide seeks to inform you as to our rationale and our procedures with regard to home learning. If anything is unclear, please do speak to your child's class teacher.

## Why set home learning?



We set home learning activities because these activities can:

- Support the ‘little and often’ approach that is so key in learning (practise, practise, practise!)
- Provide opportunities for independent study that consolidates the work done in the classroom.
- Link learning at school and in the home

We recognise that children learn in so many other ways – by baking, by playing games, by using the computer, by attending dance, brownies, football or church, by visiting new places, libraries and museums. We want to encourage these types of home learning and we have, therefore, set a level of homework and a time schedule that allows space for these.

At the heart of our home learning approach is the desire to ensure that each child attains the very best in the basic skills of English and mathematics. Home learning supports and reinforces the learning in class – especially by practising the core skills.

## Home learning – What to expect in each Year Group

	Regular Reading	Number Bonds and/or Times Tables	Spellings (in word or sound patterns)	Maths Whizz Online Maths Tutor	Weekly written maths and English tasks
Reception	✓	(Number recognition and counting)			
Years 1 & 2	✓	✓	✓		
Years 3 & 4	✓	✓	✓	✓	
Years 5 & 6	✓	✓	✓	✓	✓

## Regular Reading



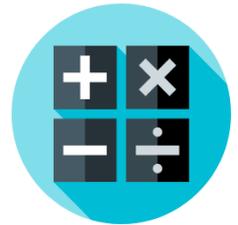
Regular reading with an adult using:

- In Reception, high frequency words sent home in 'sets'
- Books that can be shared and enjoyed together
- Texts that the child can read using his or her phonic knowledge

Each child in the school will be given a reading record in which parents should record the daily reading that your child is undertaking. As children get older, they will take more responsibility for completing the record.

## Number Bonds and/or Times Tables

By the end of Reception, children should be able to count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Lots of practise with counting, recognising numbers and number games will really help with this important skill.



Number bonds are also often referred to as 'number pairs'. They are simply the pairs of numbers that make up a given number. For example, the number bonds to 10 are:  $0 + 10$ ,  $1 + 9$ ,  $2 + 8$ ,  $3 + 7$ ,  $4 + 6$ ,  $5 + 5$ . Children start to learn about number bonds in the Foundation stage, when they might be given a number, such as 5, and then asked to select two groups of objects that will add up to that number. In Year 1, children are expected to know number bonds up to 20.

When it comes to times tables, speed AND accuracy are important – the more facts your child remembers, the easier it is for them to do harder calculations. We encourage children to learn all their times tables (up to  $12 \times 12$ ) and the corresponding division facts by the end of Year 4 – they should be able to recall the facts 'rapidly and randomly'.

## Spelling

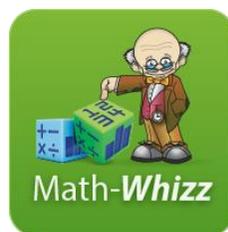
Spelling is best taught alongside reading and writing activities. When Reception children learn to blend their first few sounds, they are already learning spellings. From this point forward, we continue to teach spelling alongside reading and writing activities in class.

In addition, we will send home sets of words with a particular sound or spelling pattern. We may also ask a child to learn high frequency words (those most often used) if this is identified as something he or she would benefit from.



## Maths-Whizz

Maths-Whizz is an online maths tutor which cleverly matches exciting online lessons to your child's unique strengths and weaknesses. Maths-Whizz builds confidence and helps your child to reach their potential in maths.



From Year 3, we ask every child to complete at least 45 minutes on Maths Whizz each week. Your child's class teacher will also set a number of 'progressions' to complete (depending on the year group).

## Written Maths and English Tasks

From Year 5, we will set weekly maths and English tasks to support the learning in class. These will reinforce some of the key skills such as arithmetic in mathematics, and grammar, punctuation and reading comprehension in English.



These will be set on the same day each week and the children will be asked to return the work within 6 days. For example, if the work is set on a Tuesday, it should be completed and returned by the following Monday.

## Additional Tasks

In addition, from time to time, children may be asked to undertake an activity at home or 'gather' something for use in class. For example, when a class starts a topic on 'holidays', a class teacher may ask the children to bring in a photo or a postcard. This is not a home learning task, as such, but does support the learning in school and in the home.



We are also always happy to hear about things that you have been doing at home and children are always keen to show their teachers things and to share exciting news!

## Clear Expectations

We set home learning activities which will provide the maximum benefit to your child's learning in school. We believe that our approach provides opportunities for other learning, and fun activities, outside of school. That said, we do fully expect the home learning tasks to be completed, to a high standards, and on time. We will speak with you if we are concerned that your child is not completing their home learning tasks.



## And finally...

At the heart of our work is the belief that parents are partners in their children's education. We hope that this short guide has been useful in explaining our approach to home learning and how you can help at home.



Please do ask if you have any further questions on these issues.