

Primary School Guidelines (including EYFS)

Home/School Communication

In Primary we share and celebrate student learning and achievement with parents through a digital platform called Seesaw. All Primary year groups and classes will update their information at least weekly with written information, photos of students at work, relevant video clips, home learning details and expectations, event reminders and much more. We provide ongoing training and workshops for parents to ensure that they can access SeeSaw confidently throughout the year. Please refer to our website under Parents Essential - Seesaw Expectation.

Home Learning Policy

Home Learning is an integral part of life at BSB. All pupils in the school in Reception and above will be involved in this programme and such involvement will obviously depend on the child's age.

Home Learning should be:

- Manageable for parents, pupils and teachers;
- Directly related to children's class work and the school curriculum;
- Regarded as important and monitored by parents and teachers;
- Clearly understood by all pupils in terms of objectives and feedback.

Reading at Home

- Daily reading at home is an expected part of BSB home learning.
- It would be wonderful if at least one story could be read to your Pre-Nursery or Nursery child every day. This could be as part of their bed time routine or at anytime throughout the day.
- Children will visit the Library to take books out to be read to them at home, for pleasure, over the course of their time in EYFS, to supplement the story books that they have at home.
- Pre- Nursery: Children start to take books home to be read to them by an adult in term 2.
- Nursery: Children start to visit the Library once they have settled down in the first term.
- Reception: The children will select a book from the Library to take home from their first term. Initially this book will be for parents to read and enjoy with them but as their reading skills develop, it is hoped that they will be able to participate more and more in telling the story themselves, as well as having the opportunity to listen to an adult reading to them. In term 2, children will also take books home to read to their parents.

These will be chosen with the Teacher at the right level for them to read independently with a little support from a patient adult. It is expected that Reception children read these pre-reading/reading books to their parents every day for as long as they are interested for, but not less than 5 minutes.

- From Year 1 onwards - The children will have daily reading which should be heard by an English speaking adult where possible (10 minutes each day in Years 1 and 2, 20 minutes each day in Years 3 and 4, rising to 30 minutes each day in Years 5 and 6).

Reading Record

Your child will bring home a Reading Record with their reading book every day. The purpose of this log is for your child to record what they have read at home each day. You, your child and the class teacher may also make comments on your child's progress, attainment, reading habits and interests. Comments will aim to inform the other parties and encourage your child to be a thoughtful, regular and avid reader.



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There are some ways to help support your child's reading development:

1. Hear your child read their school reading book or any other suitable book on a daily basis. Key Stage 2 children still need to have their reading heard by an adult (i.e. Y3/4, about 4 to 5 times per week and Y5/6, about 2 to 3 times per week). Reading aloud helps develop fluency and understanding.
2. Read with your child - take turns reading a page or paragraph each. In that way your child will hear how an experienced reader deals with the sentences and punctuation.
3. Read stories to your child – all children benefit from hearing stories that they themselves may have difficulty reading in English (and other languages).

Home Learning Tasks

The class teacher is responsible for setting home learning and ensuring that the demands are manageable and relevant. Home learning should be varied, covering many areas of the curriculum including reading, writing, speaking, listening, mental mathematics, written mathematics, science, history, geography, art, etc. Normally home learning will involve reading and spelling assignments, with an appropriate amount of written work. Teachers aim to keep parents informed and involved.

All home learning will be marked and appropriate feedback given. Each year group will provide more detailed information on home learning.

Home Learning Roles and Responsibilities

Students:

- use information on SeeSaw to be aware of the weekly home learning expectations
- complete the set home learning tasks each week to the best of their ability
- let their class teacher know if they are unsure about home learning or are having any difficulties
- independently seek out additional home learning opportunities

Staff:

- plan weekly home learning tasks as a year group which will support our home learning aims and expectations
- post pertinent details on each class's SeeSaw page.
- provide meaningful feedback on, and appropriate guidance for, students' home learning efforts
- communicate with parents of individual students about their child's home learning efforts as and when needed

Parents:

- ensure children have access to a quiet area to complete home learning tasks with suitable resources, including suitable access to a computer or digital device and reliable internet

- ensure children read nightly for at least the minimum recommended time, encouraging engagement with a range of genres and authors
- ensure that regular home learning time is created on week nights / weekends so that home learning is handed in on time
- contact the class teacher if children are struggling to meet the home learning expectations
- encourage children to work independently on tasks
- keep abreast of home learning requirements through SeeSaw.

