

Gatcombe Park Primary School Home Learning Policy September 2020

At Gatcombe Park Primary School, we believe that children who consolidate their school learning at home make better progress at school overall. It is with this rationale that we focus our home learning tasks. By setting home learning, we aim to encourage a strong and positive partnership between home and school to enable parents to support classroom work and to ensure that children make the best possible progress.

This policy sets the expectation for home learning for all children and their families at Gatcombe Park Primary School. As the time of writing this policy (August 2020), COVID 19 pandemic has disrupted the education of our children. As a result of this, the support of all parents with our carefully planned home learning is crucial to ensure that the recovery of key learning has maximum chance of becoming embedded and key knowledge and skills have maximum chance of 'sticking'.

In order for our children to reach their full potential, parental support with learning at home is expected on a regular basis. All home learning will link to the learning in school, in order to embed age appropriate skills and knowledge. We greatly value the support parents give to their children at home; home learning fosters and develops independent learning skills and provides parents with an opportunity to take an active role in their children's education.

Aims:

- To set the expectation that learning continues beyond the school.
- To support children and their families in understanding the value and importance of regular, high quality home learning
- To support children in taking ownership of their own home learning.
- Over time, to establish children's increasing independence and stamina around all home learning
- To aid parents in supporting their children's home learning and provide them with an understanding of how it enhances and embeds school learning.
- To provide opportunities to repeat, explain and analyse skills and knowledge, helping them 'stick'.
- To establish a regular routine of home learning from entry into school which will continue seamlessly into Secondary education

Home learning throughout the school is mainly focused on the development of literacy and numeracy skills, which form the basis of access to and application of all areas of the curriculum. Our expectation for parental involvement is that:

- Regular and quality time will be given for home learning
- A good routine and suitable working space is provided that will encourage focused working
- Home learning tasks are read by parents, so they know what their child is expected to do
- Plenty of encouragement and praise for effort is given
- Finished home learning tasks are shared to check they are completed to a good standard
- Home learning, as part of a daily school-day routine, should be positive, meaningful and support pupil progress.

Home learning content and routines:

- Daily reading, at least 15 minutes 5 x weekly.
 - Listen to your child read a book they can read to you (5 x weekly)
 - Read a book, which is beyond their reading ability, to your child for pleasure
 - Share a library book which your child has chosen for interest
 - If your child is a fluent reader, please still listen to them read to you
- Reading books and reading records for children in all year groups must be brought to school and come home on a daily basis.
- Maths home learning - 15 minutes at least 3 x weekly. This will be in the form of online learning programs such as *White Rose Home Learning* (See-Saw on line activities will be available by the end of September 2020), *TT Rockstars*, *Numbots* and *Sum Dog*
- Phonics activities for learners in Reception.
- Weekly spelling/phonics patterns with related words and key topic words to be learnt using a range of taught strategies – 15 minutes at least 3 x weekly. Children will also be expected to put these words in to context in sentences, which will also support other English skills.

Reading:

The pupils are encouraged to read regularly for both their own development and also for enjoyment.

All children will have 3 books from school:

- Class reader – this is a book they can read themselves but has some element of challenge (In YR, this will start with Lilac books – please see below for Reading Colour Band Support for how you can help early reading development)
- Home reader – a book they can read themselves. Children on colour banded books will be encouraged to read the book several times to develop skills for reading as a reader (see Reading Colour Band Support below)
- School library book – chosen for interest. This can be changed weekly.

Reading Records:

Every child from Reception to Year 6 will have a reading record for daily home reading. Please date, write in pages read and add a comment if appropriate. **Children are expected to take their home reading book and reading log home every day and bring back to school every day.** The log will be checked every morning by an adult in class. This will give a clear picture of regular reading at home. Confident readers may vary their weekly reading between reading alone or to an adult; if they read alone, please ask them to tell you about what they have read.

Maths:

- Weekly access to NUMBOTS, TTRockstars, Sum Dog online Maths programmes as directed by class teachers. Teachers will check the online platform to identify children who use the programme particularly well and for those who access it less frequently.
- Activities based around each class's FACT OF THE WEEK
- Y6 children may have a weekly SAT style reasoning problem

Spelling:

In Years 1- 6, children will have an age appropriate spelling book with a section to be worked on each week. The most successful way to learn spellings of complex words is to use a range of strategies to learn the way the word is spelt, then to use the words in a sentence in the correct context to help children remember the meaning and use of the word. Children should practice their spellings using the taught strategies (included in the spelling booklet) and then use them in sentences. Children's'

understanding of the meaning and spelling of these words, or of the phonic pattern, will be checked through a dictated passages and linked writing activities and games as well as a regular spelling test.

PLEASE NOT: Much of the regular homework will be using See Saw, an online learning platform, which the children will learn how to use in school. This program will expect children to record and take an image of their work to be sent back to school for checking.

Pupils with Special Educational Needs/EHCP

All homework tasks will be appropriate to the needs of the child.

Guide to time expectations for home learning

| | Home learning activities | Approximate time expectation |
|--------------|--|--|
| Year R Y1 | Daily reading Speaking and listening – please talk with your child about their day, encouraging them to speak in full sentences Maths Phonics/spelling | 15 minutes reading daily 15 minutes daily on maths or spelling/phonics |
| Y2 | Daily reading Speaking and listening – please talk with your child about their day, encouraging them to speak in full sentences Maths Spelling | 15 minutes reading daily 15 minutes at least 3 x weekly for maths and spelling/ phonics |
| Y3 Y4 | Daily reading Speaking and listening – please hold a range of conversations with your child about a range of topics. Encouraging speaking in full sentences, and responding to your comments to keep a ‘conversation’ going. Maths Spelling | 20 minutes reading daily 15 minutes maths daily 15 minutes spelling daily |
| Y5 Y6 | Daily reading Speaking and listening – please hold a range of conversations with your child about a range of topics. Encouraging speaking in full sentences, and responding to your comments to keep a ‘conversation’ going. Maths Spelling | 30 minutes reading daily 20-30 minutes maths daily 20-30 minutes spelling daily |

Remote Learning in context of full or partial school closure

The DfE provided the following guidance for remote learning due to partial or full school closures (September 2020):

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

In summary:

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

Resourcing remote support

Catch-up funding has been issued to schools for the year 2020/21 with the guidance that: 'Schools can spend their catch up premium on contingency planning for remote education, for example purchasing additional devices or more textbooks.' (DfE guidance, September 2020).

The [EEF Covid-19 Support Guide](#) includes information on how to support effective remote education and access to technology and states:

'Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.'

Gatcombe Park School will use catch-up funding to:

- purchase the 'SeeSaw for Schools' online product in order to support both teaching within school and support for remote learning for families.
- provide the above resource to support teachers in designing well scaffolded and refined remote learning, both as part of our standard home learning offer and in the event of pupils having to access remote learning for an extended period of time.
- invest in extra devices (tablets) in school to ensure that all pupils have the ability to fully access both SeeSaw and engage with targeted resources and teaching in school to support learning
- invest in technology that shall be owned by the school and where identified could be used by families without appropriate technology, in order to ensure access for all families to the home learning offer, including the most vulnerable.

Remote learning expectations:

In the event of a pupil requiring extended remote learning (in addition to the home learning expectations above):

- teachers will have prepared in advance a remote learning package to support up to 10 days continuous learning
- upon beginning of extended absence the teacher will assign the remote learning to a pupils SeeSaw user account for immediate access
- the extended remote learning package will contain at least; English and Maths lessons as well as a variety of other curriculum subjects set out in a daily timetable
- the extended remote learning package will follow a logical and linked sequence and a familiar presentation to facilitate easy access by pupils

- each lesson will provide clear instructions and scaffolding and where appropriate links to high quality internal or external teaching support (ie teacher created videos, Oak Academy resources , BBC learning)
- the majority of lessons will require some sort of feedback by the pupil upon completion (photo, annotation, video, written record)
- teachers will regularly access online records to check completion of lessons and will respond to pupils via the SeeSaw platform where appropriate, including praise for achievements and suggestions for follow up work when required
- where pupils are not accessing remote learning in line with the expectation, the school will make contact with the family to provide support
- the school may provide these resources to support pupils for reasons other than a positive covid-19 test result, i.e. whilst absent awaiting a test result or if absent for any other reason.
- where remote access issues cannot be resolved, then paper based alternatives will be provided.

Review date: July 2021