



GATLEY PRIMARY SCHOOL



EXTENDED LEARNING POLICY

This policy is intended as a framework for staff, parents and governors of the school. In outlining a policy for home learning including homework. The aim is to work towards uniformity in approach and a cohesive vision across the school.

March 2025

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
January 2021	1		J.Marchi, G.Norman and V.McManus - draft for AGB approval
March 22	2	Review	GN
April 22	3	Review	GN
February 23	3.1	Review	GN
February 24	3.2	Review	GN
March 25	3.3	Review- incorporation of retrieval practice as a strategy to support learning.	RC

Introduction

At Gatley Primary School, we aim to offer and deliver a beyond outstanding curriculum. This applies to the children learning at school, and children who are learning from home.

This policy outlines our rationale and aims for homework.

UNCRC Rights Respecting Schools

We are a Rights Respecting School and this policy is underpinned by our continued work and our commitment to Unicef and the UN Convention of Rights of the Child.

This policy links directly to the UN Convention of the Rights of the child. Children's rights and responsibilities:



Article 28, “All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.”



Article 23, “Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.”



Article 29, “Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment.”

Extended Learning Policy

Extended learning is any work, activity or experiences which children are asked to do outside of school time, either on their own or with their parents or carers. At Gatley Primary we believe Extended Learning is an important aspect of scholarship, offering the opportunity to consolidate learning from the classroom, develop independent academic skills and enrich their learning beyond the curriculum.

What is the purpose of Extended Learning at Gatley Primary School?

- Revisit learning to support transferring of skills and knowledge to our long-term memory.
- Develop independent learning skills and the skills of scholarship.
- Develop a love of learning and promote sharing our learning with our community.

We believe that there are many benefits of Extended Learning including:

- encouraging students to develop the practice of independent study;
- providing an opportunity for regular review and retrieval of work which leads to increased retention of knowledge;
- developing perseverance, confidence and initiative;
- helping to build effective habits for learning and helping to develop time management
- encouraging students to think critically, research, discuss and present work using a variety of resources;

Extended learning provides students with an opportunity to embed their knowledge and develop skills outside of the classroom environment on a regular basis. We know from research-based evidence that this approach can be a powerful way for students to maximise their progress over time.

Learning Strategies -Research

Homework (or extended learning) is seemingly most effective when it involves practice or rehearsal of subject matter already taught. Students should not typically be exposed to new material for their home learning, unless they are judged more expert learners.

Retrieval practice, interleaving, and spacing are effective learning strategies that enhance memory and retention by actively recalling information, mixing different topics, and spreading study sessions over time, respectively.

- Retrieval Practice

‘Retrieval practice’ is a learning strategy where we focus on getting information out, through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful strategy for improving academic performance.

(“Rosenshine and Sherrington on Reviewing- Jonathan Beale, Researcher-in-Residence, CIRL”)

Retrieval practice is a learning strategy where the deliberate recall of information is used to improve long-term memory (Agarwal 2018).

Retrieval Practice Promotes:

Children knowing more and remembering more- good progress and independent learners.

The Principles of Retrieval Practice

- Retrieval supports children to move learning from their short-term to long-term memory.
- Being able to 'find' the information we need, when we need it, is the basis of retrieval practice (it has been taught it but has it been learned?)
- Retrieval practice needs to be regular but not overly-repetitive in method.
- Retrieval practice is a learning tool, not a testing tool.
- Retrieval should be effortful and children should struggle a little to remember – this helps strengthen memory.
- Retrieval is most effective if it is spaced or interleaved (self-quiz learning from yesterday's lesson, last week's lesson, last month's lesson).
 - **Interleaving** is a study technique where you mix up different topics or types of problems during a study session, rather than focusing on one topic at a time.
 - **Spacing** refers to distributing study sessions over time, rather than cramming all the information into one go.

Time Homework Given Out and Returned to Class.

Homework will be sent out on **THURSDAYS** and this is due for return by the following **WEDNESDAY at the latest**. Homework may sometimes be set on Class Dojo and can be responded to on Class Dojo, by up-loading completed work to children's portfolios. Where recording maybe necessary, Home Learning books are provided to all children. However, we encourage the children to record their homework in a way that represents their chosen or preferred learning style.

How much and what types of homework will the children be expected to do?

The table below sets out the school's homework timetable and type of regular homework activities that the children will be expected to do. In addition, we expect children, from reception to Year 6, **to read at home 5 times per week**. For our older children, this reading may be independent. Children in Key Stage 2 should also practice timetables regularly. All children in Key Stage 2 are able to access Times Tables Rock Stars to support with this.

Year Group	Time Allocations per week	Types of Activities This will be in addition to regular reading and phonics work
Nursery	Up to 30 minutes	<p>Typical activities may include:</p> <ul style="list-style-type: none"> ▪ Show and tell preparation ▪ Activities to support targets against the Early Years Objectives. ▪ Phonics consolidation of weekly sound (Spring Term) ▪ Reading books (Spring Term) <p>Activities to consolidate learning from within class.</p>
Reception	Up to 30 minutes	<p>Typical activities may include:</p> <ul style="list-style-type: none"> • Retrieval practice activities to consolidate class learning and build knowledge. • Weekly phonics consolidation. • Activities to support targets against the Early Years Objectives. • Reading book to be shared at home.
Year 1 and 2	Up to 45 minutes	<p>Typical activities may include:</p> <ul style="list-style-type: none"> • Retrieval practice activities alternating between English, Maths and Topic work based on work completed in class during the week. • Alternate phonics and arithmetic tasks. • Alternate English, Maths and Topic work based retrieval practice. • Reading books sent home weekly • Weekly spellings set by teacher.
Year 3 and 4	Up to 60 minutes	<p>Typical activities may include:</p> <ul style="list-style-type: none"> • Weekly spellings set by teacher. The amount of spellings will depend on the ability of the child. The spellings will be moving on from the phonics in Key Stage 1. • Times tables. Practising individual times tables progressing from 1-12 times table. This then leads to times tables challenges. This may be through the use of Times Tables Rockstars. • Retrieval practice activities alternating between English, Maths and Topic both spaced and interleaved. • Weekly reading using 100 top reads. <p>Science based work when appropriate to the topic.</p>

Year 5	Up to 90 minutes	Typical activities may include: <ul style="list-style-type: none"> • Retrieval practice activities alternating between English, Maths and Topic both spaced and interleaved. • Science based work when appropriate to topic. • Spelling activities • Weekly reading using 100 top reads.
Year 6	Up to 120 minutes	Typical activities may include: <ul style="list-style-type: none"> • Retrieval practice activities alternating between English, Maths and Topic both spaced and interleaved. • completed in class during the week. • Targeted End of Key Stage test revision activities, to consolidate and re-cap on learning. • Science based work when appropriate to class. • Weekly reading using 100 top reads.

For examples of retrieval practice activities see Appendix 2

As a result of feedback from families, homework is not set during holidays. Instead there will be a focus on continuing to practise reading, spellings/phonics reading and times tables.

As an inclusive school we will ensure that children with specific difficulties have homework adapted to their needs.

If your child has been working on their homework from the required time, **it is perfectly acceptable to leave the homework unfinished with a short note from the parent/carer to explain why.**

Modelling

Children will be provided with links to apps/videos/websites with the aim of supporting them with their homework through modelling and also providing options for extra challenge (e.g. Oak National Academy, Phonics apps)

Feedback

Children will receive feedback from the teachers on their homework as soon as possible. There will be a range of ways children receive feedback about their work and this may vary depending on the phase of the child:

- **EYFS**- verbal, collaboratively marked with the children and commented on Dojo. There will be opportunities for children to share work with their peers.
- **KS1**- Constructive/developmental feedback given on Dojo or within homework books.
- **KS2**- Written, purple pen feedback but also monitoring of homework by teachers with support/stretch given.

- **Written feedback may be given from the class teacher or teaching assistant and may be given through homework books or Class Dojo as appropriate.**
- **Times tables will be marked and the children will be given their scores.**

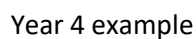
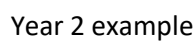
Support Given to Homework

Parents / carers play a vital part in supporting pupils working at home. It is important that they:

- Support children in accessing Class Dojo.
- Provide a suitable place in which pupils can do their homework - alone or together with an adult.
- Make it clear to pupils that they value homework, and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed homework.

Homework allows you to see what your child or children are doing and to support their learning. This partnership between school and home is a vital part of a successful education. We take the view that children are likely to get more out of a homework activity if parents get involved.

Examples of retrieval practice homework:



'What is the world made up of?'
Geography Homework: Thursday 12th November 2024

This week we have been learning about the continents of the world. This links back our learning from the Autumn term, where we learnt all about where we live and the countries within the UK. We are now deepening our knowledge of the world and what it is made up of. We are focusing on all the different continents which the children have named themselves this week.

Firstly, listen to the continents song on the dojo post. Once you have listened, it should help remember the continents. Looking at a map will help the children complete the remainder of their homework.


- How many continents are there?
7 continents
- Can you name the different continents?
ASIA AFRICA North AMERICA
SOUTH AMERICA EUROPE AUSTRALIA
ANTARCTICA
- What continent do we live in?
EUROPE
- Can you tell us another continent you have visited or would like to visit?
AFRICA

Challenge: Can you look at the maps in your book or on class dojo and identify some countries within Europe, North America and/or South America?
 e.g. Canada is in North America.

Brazil is in South America
England is in Europe
China is in ASIA

Homework - Thursday 20th March 2025

This week in maths, we have been exploring money. Have a go at solving the problems below using your prior knowledge of different coins and the value of amounts. You might wish to solve these practically using real coins to support you.



Max has a coin.

- It is not the smallest in size.
- It is not the greatest in value.
- It is silver.
- It is circular.

Can you work out which coin is Max's?

Which is the odd one out?

20 pence	8 pence
2 pence	10 pence

Mo, Kim and Jo each have some money.

Mo: I have 2 silver coins. (Handwritten: 20p, 20p)

Kim: I have 5 bronze coins. (Handwritten: 5p, 5p, 5p, 5p, 5p)

Jo: I have 1 silver coin. (Handwritten: 50p, 10p, 20p, 5p, 1p)

They each have the same amount of money.
 Which coins do they each have? 10p

Year 1 example

