

## **Russell Lower School Home Learning Policy**

**June 2024**

**Review June 2027**

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### **Aims and Objectives**

Our fundamental aim at Russell Lower School is to ensure that each child reaches their full potential. We consistently set high standards, including the area of home learning. In order to achieve this, it is essential that we have a consistent approach towards home learning and what is expected of each child as they progress through each year group at school.

Home Learning supports the development of independent learning skills and is used to reinforce classwork as well as to consolidate and/or extend learning. Students have opportunities and experiences outside of school that are equally important in developing and enriching their lives and so we shall give careful consideration to ensuring homework remains well-balanced across the school.

With the support of parents and carers, we aim to broaden our children's learning outside of the classroom.

Russell Lower School's Home Learning Policy aims to:

- Make sure that teaching staff, parents and students are aware of their responsibilities with regard to home learning.
- Ensure that parents have clarity on what their child is expected to do.
- Ensure appropriate home learning is set.
- Work with parents and involve them in their child's learning and to keep them informed about the work their child is covering.
- Use home learning as a tool for raising standards of attainment.
- Improve the quality of the learning experiences by extending it beyond the classroom.
- Give students further practice and deeper understanding of concepts learned during the school day.
- Home learning should be purposeful
- Home learning should include tasks designed to encourage independence and self motivation.
- Students should get regular feedback on the standards of quality of home learning

### **Responsibilities**

#### **Role and responsibility of the SLT and Governing Body:**

- Frequently check compliance with the policy.
- Monitor the effectiveness of the policy.
- Review the policy every 3 years and make appropriate updates as required.
- Meet with parents as appropriate.
- Support parents with information about home learning.
- Inform new parents about the Home Learning Policy.

#### **Roles and responsibility of the Class Teacher:**

- Provide an explanation of Home Learning tasks and ensure all students understand what they have to do.
- Ensure all home learning set is purposeful and links directly to the curriculum.
- Set home learning that is appropriate to ability.
- Give feedback to students.
- Be available for discussion if necessary to parents and students about home learning.
- Set home learning that is consistent across classes.
- Reward quality work and praise children who regularly complete Home Learning.

#### **Roles and responsibility of students**

- Carry out the recommended frequency and duration of home learning

- Carry out their home learning independently, but seek adult support should they require it
- Make sure they understand the tasks that have been set and seek clarification if required.
- Hand their work in on time/be ready for their test day – this will be sent out by the class teacher at the beginning of each year (see Appendix 1)
- Present their home learning to the highest possible standard
- Be proud to show their work to adults, peers and visitors
- Be rewarded with incentives for exemplary work

### **Role and responsibilities of Parent/Carer:**

- Support and encourage their child in completing Home Learning by taking an active interest in their child's work
- Make sure that their child completes home learning on time and to the highest standard they can
- Praise their child and celebrate achievements with regard to their home learning.
- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning and home learning.

### **Home learning across the school**

Each year group publishes a grid outlining the expectation of home learning activities at the beginning of each year. Timings and frequency are included.

### **Home Learning for SEND students**

The Home Learning Policy for the School allows discretion in the provision of home learning for all students. It is important to bear in mind the nature and timing of home learning for SEND students. Students with SEND may have difficulties regarding home learning. Teachers should ensure that work is differentiated for their level where needed.

Home Learning	Foundation Stage	Year 1	Year 2	Year 3	Year 4
Reading	Foundation Stage and the majority of Year 1 will read from the coloured reading scheme		Years 2 to 4 will read following the Accelerated Reader programme – see separate letter on reading (Appendix 2)		
	All children are expected to read at least 4 times a week for around 10 minutes at home and should aspire to read every day if possible. Little and often practice like this is essential to success and we cannot provide this at school.				
How home can help			Use Accelerated Reader at home too – the children will know their log-ons. Ask children to read their book aloud. Stop them at various points to check understanding by asking questions, getting them to predict what might happen next, summarise what's happened so far or relate what has happened in the book to their own experiences.		
	It would be beneficial for children to read their own story books from home/be read to by parents on other week nights e.g. bedtime story which allows children to have lots of exposure to modelling of tone, intonation, expression etc. <b>Please record and sign all instances of reading that take place at home</b>			Though many children in KS2 are 'free readers' it is important that listening to them read aloud occurs during the week. As in KS1, having stories read aloud to them should continue, further developing tone, intonation and expression as the text becomes more complex. Exposure of and discussion around word meaning, inferred messages and news and magazine articles is beneficial. <b>Parents or children can record instances of reading at home but must still be signed off by an adult.</b>	
	Play 'spot the mistake.' Read a word incorrectly. Did they spot it and correct it? Create voices for characters and discuss punctuation used in the book or 'devices' such as why 'HELP!' might be in bold/capital letters. Try recording their reading onto an Ipad/phone. How do they think it sounds?				

<b>Spelling</b>	<p>All children will be set new spellings and/or sight words on a weekly basis to take home and practise. They will be recorded in their spelling book. We encourage parents and carers to support this learning by carrying out a weekly practise spelling test with their child to prepare them for their class spelling test.</p> <p><b>Common Errors/Common Exception Words</b> – these will be selected from the children's work, written on their home spelling book and tested in class the following week.</p>	
<b>How home can help</b>	<p>Check the children can read and understand the meaning of the words. Write the words out again using special pens/bath crayons/paintbrushes and water on the patio etc. Put post-it notes up around the house to read during the week. (Mirrors where you brush your teeth or cereal packets work well!).</p> <p>Write words out with the tricky bit in a different colour – <b>people</b></p> <p>Put each word into a sentence and use the <b>Look</b> (at the word), <b>Say</b> (the word out loud and sound out letter by letter/sound by sound), <b>Cover</b> (cover the word), <b>Write</b> (the word from memory), <b>Check</b> (look and compare – is it right?)</p> <p><b>Common Errors/Exception Words:</b></p> <p>Write the words on post-its and stick them on steps of the stairs. Read them each time you go up and down. Stick them on the wall at bath or bedtime or on cereal packs at breakfast time.</p> <p>Cover the Ipad or TV screen with them and say they can only play or watch once they have removed and read the words.</p> <p>Play 'pairs'. Write each word twice onto a piece of paper. Turn each piece over, concealing the words and shuffle. Take turns to turn two words over. Who can find a pair? The player with the most pairs wins.</p>	
<b>Mathematics</b>	<p>We encourage all children to practise their mathematics outside of school as much as they can. There are many useful websites and apps to support mathematics and these will be shared by the class teacher on the information published by each year group at the beginning of each year.</p>	
	It is extremely beneficial for them to practise counting where possible and	Years 2 to 4 will have weekly number bonds and tables tests. The ability of recalling times tables and number facts will prepare them well for all their mathematics lessons.

	be given simple real-life calculations or number problems to solve.			
		Children will use Doodle Maths for 10 minutes a day in school and have access to this at home for additional practice	Children will use Doodle Maths and Doodle Tables (when appropriate) for 10 minutes a day in school and have access to this at home for additional practice	Children will use TTRS for times table practice 10 minutes a day in school and have access to this at home for additional practice
<b>How home can help</b>		<p>Build in time for Doodle Maths or TTRS practise at home – again, little and often makes all the difference</p> <p>Recite tables/bonds in order or aloud.</p> <p>Quick fire tests.</p> <p>Write out a times table or division fact onto post-its (one 'sum' on each) i.e. <math>8 \times 5</math> and on the back put the answer in pencil. Put post-its round bedroom/on cereal packet/up the stairs and practise, when you can, by removing the post-it, saying and checking the answer.</p> <p>Stick onto the Ipad screen or TV and say they have to remove them all before they can play/watch TV.</p> <p>Play times tables and number bond games on the internet. For example, 'Hit the button' on the Topmarks website (see below).</p>		
<b>Learning Logs</b>	<p>Learning Logs provide a wonderful opportunity for children to choose what they want to learn at home, develop their own interests further, and to be creative in how they link activities suggested to the topic. It also provides a chance to study subjects beyond Maths and English at home, and to develop rich vocabulary and technical language.</p>			

	<p>At the beginning of each term teachers will send home a grid of possible learning activities. Parents and children can choose how many, how often and which activities they complete. As a school we suggest a maximum of 4 per term, which are brought into school as soon as they are completed.</p> <p>Learning Logs are optional. We will encourage children to complete the tasks they are interested in by giving out a class 'Learning Log Trophy'. We ask that Learning Log Trophies are returned to school promptly after one week.</p>	
	<p>Learning Logs come home every other week (alternating with Show and Tell).</p>	
<b>Caveat</b>	<p>In addition to the standard format, where the teacher feels that there are areas of need, children may be provided with extra one-off pieces of work or booster packs. These could be:</p> <ul style="list-style-type: none"> <li>• 'Same Day' consolidation tasks which support the learning that has taken place in school that day; this is designed to increase confidence and accuracy in preparation for the following lesson; this could be for any lesson.</li> <li>• Handwriting exercises e.g. Fine motor skill activities, letter formation or handwriting packs.</li> <li>• Packs of work to aid revision at specific times of year - Phonics packs, Y2 booster pack etc.</li> </ul>	

### **Rewards and incentives**

Children will be rewarded for completing their home learning by their class teacher, as they feel appropriate, and extra effort will also be acknowledged. Opportunities will be given for children to show and share their learning logs with their peers on a weekly basis. Rewards may include:

- Praise and valuing
- Dojos
- Note home/call home

- Individual stickers
- Stickers on sticker charts
- Nominated for a Gold certificate in celebration assembly
- End of half term/term prizes
- Showing work to Head Teacher or Deputy Head teacher and receiving a sticker and praise
- Accelerated reader certificate in assembly once they have achieved their personalised target
- Learning Log Trophy



## **Glossary:**

- **Number Bonds:** Pairs of numbers that make 10 (i.e. 8+2), 20 (i.e. 15+5), 100 (i.e. 40+60) or 1000 (i.e. 100+900)
- **Accelerated Reader:** Reading scheme used by school once children can access it (often at the end of Year 1)
- **Common Erros/Exception/Sight Words:** Words commonly used in the English language that children benefit from being able to read 'at first sight' rather than 'sounding out'; e.g. said

## **Appendix 1 – grid to show when home learning will be set and the day it is to be handed in at school/tested.**

*This will be sent home by each class or year group at the beginning of each term.*

Example:

### **Welcome to Blackbird's Class - Home Learning**

Children achieve best, and are happiest, when home and school form a 'learning partnership'. There are many skills that are best developed with a 'little and often' approach achieved at both school and at home.

Please find below the Home Learning we would like parents to support this year.

Following feedback, we have made this 'at a glance guide' to make it easier for you to know what is happening, and therefore to support more effectively.

We really value the 'little and often support' that parents can offer at home as it really makes a difference to children confidence, attainment and progress. Thank you in advance for your support.

Again, on advice, we have also added a '3 things you should know about this year group' section, to give you advanced warning of anything that many have changed since last year and '3 things your child should be able to achieve independently by this year.'

Please do not hesitate to come in and see the Class Teacher if you would like any further information.

Kind Regards,

Nicki Walker

Headteacher

## Year 3

### Class: Blackbirds

Activity	How long for?	Frequency	When it will be handed out and collected in/tested
Reading	5-10 mins	4+ times a week	Diaries should be in school daily please. Diaries will be viewed when your child has read with an adult (at least once a fortnight).
Library Book	10 mins +	As required	Library day is on <b>Friday</b>
PE	-	-	Our PE days are <b>Monday</b> and <b>Thursday</b> . Please ensure the children have their full PE kits with them.
Spellings	5-10 mins	3-4 times a week for weekly test	Handed out on <b>Wednesday</b> . Tested on <b>Tuesday</b> .
Learning logs	As long as required	Voluntary	Set at the beginning of each term. Handed in once the child has completed an activity to be shared with the class and teacher, we will check Learning Logs on a Friday. <b>Suggested 4 per term.</b>
Times tables	5-10 mins	3-4 times a week as required	TTRS Handed out on <b>Monday/Tuesday</b> Tested on <b>Monday/Tuesday</b> .

### 3 Things you should know about this year group:

- We encourage the children to be as independent as possible throughout the school day.
- We do not have an afternoon playtime.

- Every day the children will practise their times tables using TTRS.

### **3 Things your child should be able to do independently by this year:**

- Tie their own shoelaces and remove their own earrings for P.E.
- Tell an adult if something is worrying them - we are a telling school and our network hand gives us ideas of who to speak too
- Be responsible for remembering their things on specific days, such as library book on library days

### **How to support learning at home:**

#### **Reading:**

Use Accelerated Reader at home too – the children will know their log-ons.


Ask children to read their book aloud. Stop them at various points to check understanding by asking questions, getting them to predict what might happen next, summarise what's happened so far or relate what has happened in the book to their own experiences.


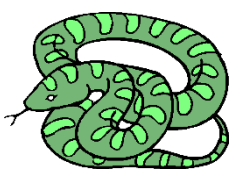




Sometimes read to them. Play 'spot the mistake.' Read a word incorrectly. Did they spot it and correct it?


Create voices for characters and discuss punctuation used in the book or 'devices' such as why 'HELP!' might be in bold/capital letters.

Try recording their reading onto an Ipad/phone. How do they think it sounds?

## **Reading Strategies**

 <p><b>Eagle Eye</b></p>	<p><b>Look at the Pictures:</b></p> <ul style="list-style-type: none"> <li>• Look at the picture for clues</li> </ul>
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 <p><b>Get Your Lips Ready</b></p>	<p><b>Get Your Lips Ready:</b></p> <ul style="list-style-type: none"> <li>• Say the first few sounds</li> <li>• Read to the end of the sentence and say it again</li> </ul>
 <p><b>Stretch It Out</b></p>	<p><b>Stretch It Out:</b></p> <ul style="list-style-type: none"> <li>• Stretch the word out slowly (s-p-l-a-sh)</li> <li>• Put the sounds together (splash)</li> </ul>
 <p><b>Chunky Monkey</b></p>	<p><b>Chunk the Word:</b></p> <ul style="list-style-type: none"> <li>• Look for a chunk (-at, -an).</li> <li>• Look for a word part (-th, -ed)</li> </ul>
 <p><b>Skippy Frog</b></p>	<p><b>Skip It, Hop Back:</b></p> <ul style="list-style-type: none"> <li>• Skip the word</li> <li>• Read to the end of the sentence</li> <li>• Hop back and read it again</li> </ul>
 <p><b>Flip the Dolphin</b></p>	<p><b>Flip the Vowel:</b></p> <ul style="list-style-type: none"> <li>• Try the short vowel sound (a like cat)</li> <li>• Try the long vowel sound (a like shape)</li> </ul>
 <p><b>Trying Lion</b></p>	<p><b>Try It Again:</b></p> <ul style="list-style-type: none"> <li>• Try to reread the sentence</li> <li>• Try a word that makes sense</li> <li>• Try to switch b/d (common error)</li> </ul>

 <p><b>Helpful Hippo</b></p>	<p><b>Ask for Help:</b></p> <ul style="list-style-type: none"> <li>• Ask for help <b><u>after</u></b> you have tried all of the other strategies</li> </ul>
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### Tables/Number Bonds:

Build in time for Doodle Maths or TTRS practise at home – again, little and often makes all the difference

Recite tables/bonds in order or aloud.

Quick fire tests.

Write out a times table or division fact onto post-its (one 'sum' on each) i.e.  $8 \times 5$  and on the back put the answer in pencil. Put post-its round bedroom/on cereal packet/up the stairs and practise, when you can, by removing the post-it, saying and checking the answer.

Stick onto the Ipad screen or TV and say they have to remove them all before they can play/watch TV.

Play times tables and number bond games on the internet. For example, 'Hit the button' on the Topmarks website (see below).

### Spellings:

Check the children can read and understand the meaning of the words. Write the words out again using special pens/bath crayons/paintbrushes and water on the patio etc. Put post-it notes up around the house to read during the week. (Mirrors where you brush your teeth or cereal packets work well!).

Write words out with the tricky bit in a different colour – **people**

Put each word into a sentence and use the **Look** (at the word), **Say** (the word out loud and sound out letter by letter/sound by sound), **Cover** (cover the word), **Write** (the word from memory), **Check** (look and compare – is it right?)

### Common Exception Words:

Write the words on post-its and stick them on steps of the stairs. Read them each time you go up and down. Stick them on the wall at bath or bedtime or on cereal packs at breakfast time.

Cover the Ipad or TV screen with them and say they can only play or watch once they have removed and read the words.

Play 'pairs'. Write each word twice onto a piece of paper. Turn each piece over, concealing the words and shuffle. Take turns to turn two words over. Who can find a pair? The player with the most pairs wins.

### **Learning Logs:**

Information regarding the Learning Logs can be found on the inside cover of the Learning Log books.

**Learning Logs are voluntary** but we would very much encourage children to complete some when possible as they are such an excellent way of enhancing learning from the classroom around the topic being studied.

We have said to spend 'as long as required' on the Learning Logs. We want children to enjoy completing them and would recommend stopping if it becomes a 'chore'.

In order to incentivise Learning Log completion, we have a 'Learning Log Trophy' which will be awarded on a regular basis. Please return the trophy after you have had it at home for one week. Thank you.

### **Useful mathematics links:**

<http://www.coolmath-games.com/>

<http://www.topmarks.co.uk/maths-games/5-7-years/counting>

[http://www.mathplayground.com/multiplication\\_blocks.html](http://www.mathplayground.com/multiplication_blocks.html)

<http://www.bbc.co.uk/education>

<http://resources.woodlands-junior.kent.sch.uk/maths/>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/advice-for-parents>

<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/kids-activities>

<https://www.phonicsplay.co.uk/ParentsMenu.htm>

<https://www.phonicsplay.co.uk/ChildrensMenu.htm>

**Useful home learning links:**

<https://www.thenational.academy/>

<https://www.bbc.co.uk/bitesize/dailylessons>

<https://www.bbc.co.uk/bitesize>

**The school website (lots of links for home learning):**

[https://www.russell-lower.co.uk/website/kids\\_area/156](https://www.russell-lower.co.uk/website/kids_area/156)