**RUSSELL LOWER SCHOOL HOME LEARNING POLICY**

**June 2021**

**Review June 2024**

**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. With the support of parents and carers, we aim to broaden our children’s learning outside of the classroom. A consistent approach will ensure expectations are raised by all staff and will result in children having a great deal of pride in their work. Home learning will reinforce and consolidate classroom learning in order to develop pupils as independent learners.

**Expectations of all Russell Lower School children**

We aim for all children to:

* Carry out the recommended frequency and duration of home learning
* Carry out their home learning independently, but seek adult support should they require it
* 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

**General weekly home learning**

**Reading**

Foundation Stage and the majority of Year 1 will read from the coloured reading scheme and 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 and should aspire to read every day if possible.

**Spellings and/or Common Exception words**

All children will be set new spellings and/or sight words on a weekly basis to take these 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 practice spelling test with their child to prepare them for their class spelling test.

**Mathematics**

We encourage all children to practise their mathematics outside of school as much as they can. For our younger children (Foundation Stage and Year 1) it is extremely beneficial for them to practise counting where possible and be given simple real-life calculations or number problems to solve. Children in 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. 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.

In addition:

**Year 1** children will use Doodle Maths for 10 minutes a day in school and have access to this at home for additional practice

**Year 2** 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

**Year 3** children will use TTRS for times table practice 10 minutes a day in school and have access to this at home for additional practice

**Year 4** children will use TTRS for times table practice 10 minutes a day in school and have access to this at home for additional practice

**Learning Logs**

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.

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.

In Foundation Stage, Learning Logs come home every other week (alternating with Show and Tell). Again, we encourage the children to be creative in their interpretation of the Learning Log title giving them the opportunity to pursue their own interests.

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.

**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.

On occasions the teacher may also hand out some additional practice work to support a child’s progress. This will be discussed individually with a parent.

**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

**Advice given to parents at the start of each year:**

**How to support learning at home:**

**Reading:**

Use of Accelerated Reader at home.

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?

**Tables/Number Bonds:**

Doodle Maths or TTRS practice.

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.8x5 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.

**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 – pe**o**pl**e**

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.

**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 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 via the Parent Forum, 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 Parent Governor Forum 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 **Friday** |
| Spellings | 5-10 mins | 3-4 times a week for weekly test | Handed out on **Wednesday**. Tested on **Tuesday**. |
| 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.  **Suggested 4 per term.** |
| Times tables | 5-10 mins | 3-4 times a week as required | TTRS  Handed out on **Monday/Tuesday**  Tested on **Monday/Tuesday.** |

**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 a grown-up 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:**

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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?

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**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 introduced a new ‘Learning Log Trophy’ which will be awarded on a regular. 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.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>