



Westways Primary School Home Learning Policy

January 2021

This policy will be renewed annually

**Please refer to Appendix 1 for information on remote education provision*

Rationale

At Westways we believe that purposeful, relevant home learning can play a valuable part in a child's education. We do though recognise that pupils work hard in school and should be encouraged to develop other skills and interests out of school time; they also need the opportunity to play, socialise and relax. Home learning is designed though to support and reinforce learning. As staff, we give careful consideration to making home learning suitable and well balanced across the school.

Research into home learning tells us that when tasks are specific and focused on the learning taking place in school, and when independent projects or activities that prepare pupils for future learning are set, they have the most impact. In addition, research shows that home learning can have many non-academic benefits for children including learning the importance of responsibility for learning, managing their time effectively, developing study habits and developing perseverance (staying with a task until it is complete).

Therefore at Westways the purpose of home learning is as follows:

- To develop an effective partnership between school and parents;
- To consolidate and reinforce skills and understanding;
- To extend school learning (e.g. through additional reading);
- To encourage pupils as they get older to develop the confidence and self-discipline needed to study and research on their own, or with assistance.

Types of Home Learning

The Importance of Talk & Developing Vocabulary

Research supports the importance of vocabulary development from an early age. We would therefore encourage parents to converse daily with their children about what they have learnt at school, for example, by holding the following sorts of discussions:

- Tell me about the most interesting thing you have learnt today.
- How could you have improved your learning today?
- What did you enjoy most about today's learning?
- What do you predict you are going to be learning about next?

Reading

We encourage all pupils from Reception to Year 6 to read daily to and/or with an adult, or independently. Children have reading records to record reading in and should be brought to school regularly, as directed by the class teacher. We would recommend the adult holds the following sorts of discussions post reading:

- Can you summarise the story so far?
- Why do you think that the author chose that word?
- What effect does this sentence have on the reader?
- Does this remind you of any other books you have read?

Spellings

Class teachers in Years 1 to 6 provide children with weekly spellings to be practised at home ready in preparation for spelling tests. Set spellings follow the rules and patterns outlined for each year group in the National Curriculum. In Reception, children are sent home with high frequency words to learn to read and spell.

Maths

We encourage children in Reception to practise counting on and back up to 20 and to practise recognising and writing these numbers. We encourage children in year 1 to practise their number bonds; this can include using objects or counters, pictures and number bond cards. We encourage children in years 2 to 6 to practise their times tables; this can include chanting, singing, copying out and practising on online games and apps (e.g. Times Table Rockstars).

Reception	Practise counting on and back up to 20 Practise recognising numbers from 1 to 20 Practise writing numbers from 1 to 20
Year 1	Practise number bonds to 10. (Example: $3 + ? = 10$) Practise number bonds to 20. (Example: $? + 12 = 20$)
Year 2	2, 5 and 10 times tables up to $12 \times 2, 5$ and 10 and division facts up to (e.g. $50 \div 10 = 5$)
Year 3	3, 4 and 8 times tables up to $12 \times 3, 4$ and 8 and division facts (e.g. $24 \div 4 = 6$)
Year 4	6, 7 and 9 times tables up to $12 \times 6, 7$ and 9 and division facts (e.g. $30 \div 6 = 5$) [Then] Practise all times tables and division facts up to 12×12
Year 5	Practise all times tables and division facts up to 12×12
Year 6	Practise all times tables and division facts up to 12×12

Project

Each term, children **in years 3 to 6** will be set a home learning project linked to their enquiry theme. Children are set the challenge of undertaking some research that then leads to an end product of various forms (e.g. an oral presentation, a model or a work of art). Parent/carers will then be invited to share in the celebration of these projects at an end of term showcase event.

Knowledge Organisers

Knowledge Organisers are provided to support the children in their understanding of the world, past and present, and to support them in retaining and retrieving key facts. These will be used in order to help the children to develop their knowledge of key areas of the curriculum and allow them to deepen their understanding of science, history and geography in particular.

Guidance for Parents/Carers

The precise amount of time spent on home learning is much less important than the quality of the tasks set. However there are broad guidelines regarding the amount of time pupils might reasonably be expected to spend on home learning which give a useful framework for both teachers and parent/carers to work from. The home learning expectations for each year group are therefore as follows:

- *Reception, Year 1 and Year 2:* 1 hour per week
- *Years 3 & 4:* 1.5 hours per week
- *Years 5 & 6:* 2 hours per week

We believe that all children are capable of accessing home learning; the challenge for teachers and parents/carers is to work together to ensure it is appropriate for the ability of every child. Children who regularly complete their home learning to a good standard and show great effort will be rewarded by their class teacher. We hope parents/carers will support and encourage children to complete the home learning and make sure it is returned on the correct day. If a child was in need of support with any home learning, the child or parent/carer could speak to the class teacher to arrange this accordingly. As the children move through school home learning engagement changes from being 'encouraged' to being 'expected'; this helps develop good habits and a Secondary School 'readiness' when demands may be much greater.

Overview of Home Learning

The table below gives an example of the types of home learning that can be expected in different year groups:

Reception	Reading (linked to Read Write Inc. sounds) Maths (counting) Knowledge organisers
Year 1	Reading Spellings Maths (number bonds) Activity grids (tasks linked to enquiry theme) Knowledge organisers
Year 2	Reading Spellings Maths (times tables) Activity grids (tasks linked to enquiry theme) Knowledge organisers
Year 3	Spellings Reading
Year 4	English and/or maths (including times tables) tasks Project (linked to enquiry theme)
Year 5	Knowledge organisers
Year 6	Spellings Reading English and maths (including times tables) tasks (set from the CPG books provided by school) Project (linked to enquiry theme) Knowledge organisers

Remote education provision: Information for parents/carers

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education at Westways Primary School if national or local restrictions require entire cohorts (or bubbles) to remain at home.

The remote curriculum: what is taught to pupils at home?

What should my child expect from remote education?

At Westways Primary School, remote education is provided using Google Classroom which all pupils can access using their own personal login. Each class has its own Google Classroom where each school day is labelled as a 'Topic' (e.g. Monday 11th January) within the 'Classwork' tab. This is where staff will upload home learning resources and activities, making it easy for pupils and parents/carers to identify what activities should be done on each day. Staff in each year group work collaboratively to create and upload content for each Google Classroom so that it mirrors, as closely as possible, what would have been taught in class. Each week, classes will also have a live Meet Up session via Google Meet to give those pupils not in school an opportunity to engage socially with staff and their peers.

Will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we do need to make some adaptations in some subjects. For example, music and physical education will be stand-alone activities rather than the curriculum they would be offered in school.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day as per government guidance:

- Key Stage 1 – 3 hours a day on average across the cohort, with less for younger children;
- Key Stage 2 – 4 hours a day.

Accessing remote education

How will my child access any online remote education you are providing?

Pupils have access to an individual class Google Classroom through their own personal login. This login allows pupils to access some, but not all, Google applications, including Classroom.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. If you are unable to access remote education due to not having the appropriate technology, please contact school by telephone on 0114 266 2471 or via email at enquiries@westways.sheffield.sch.uk to see how we can help. For example, we have a small number of laptops that we can loan to families who do not have devices suitable for remote education.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Recorded teaching (e.g. Google Meet recordings made by staff; Oak National Academy lessons);
- Tasks set as Google Classroom 'Assignments' in which pupils edit and 'Hand in' their work using Google Docs and/or Google Jamboard;
- Other tasks set as Google Classroom 'Material' which the children interact with at home. When required, pupils can self-mark these tasks using answers shared by staff; pupils are encouraged to share this work with their teacher either through Google Classroom or via email.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. White Rose Maths; Read Write Inc. Phonics; Charanga Music; real PE).

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents/carers should provide at home?

Staff will provide clear expectations through Google Classroom on the work that should be completed. The expectation is that all pupils who are not in school engage with remote education each day during term time unless they are unwell. We ask all parents/carers to support this by establishing positive home learning routines that fit around the family's schedule. Because we recognise that parents/carers may have other commitments, the nature of our resources and activities available on Google Classroom allow for families to be flexible in how they engage with remote education. If parents/carers experience any difficulties in managing remote education, they should contact school to seek support and/or advice.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Staff who are not pupil facing (i.e. not teaching a bubble in school) will monitor the engagement of pupils in remote education. A 'Question' is asked daily in Google Classroom to establish which pupils are present – this gives staff a good indication of who is engaging in the content on each day. Pupils and parents/carers are encouraged to interact with staff and their peers through the communication tools within Google Classroom (e.g. leaving comments in the 'Stream'; sending staff private comments; attaching files or photographs).

If staff have any concerns around engagement in remote education, school will make contact with parents/carers to discuss further and offer the relevant support – this will be logged by school.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback (through the comments feature on Google Classroom) or quizzes marked automatically via digital platforms (e.g. Google Forms; Times Table Rock Stars) are also valid and effective methods, amongst many others.

Staff will provide feedback on selected pieces of work each week as per the school's Marking and Feedback Policy – feedback will include what the pupil has done well/achieved/learned and may suggest next steps for learning. Other tasks on Google Classroom are set up for pupils to self-assess and then share/discuss with staff.

In addition, telephone calls are made at least once a week by staff to check in with families. Staff will firstly check on the pupil's welfare and then ensure that they are accessing remote education through Google Classroom. These calls provide pupils with an opportunity to discuss their learning with a member of staff, who will be able to offer support and feedback as appropriate; this may also include suggesting alternative ways to submit work.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents/carers to support those pupils in the following ways:

- Staff, including class teachers and/or the SENDCo, will routinely make contact with families who have children with SEND or who are considered vulnerable during any period of school closure or self-isolation;
- Look at how we can support families in helping their child to access existing home learning resources and activities;
- As required, staff will also provide additional content tailored to individual needs, including access to specific online learning platforms (e.g. Nessy Reading and Spelling) and/or tailored work packs.
- Signpost parents/carers to further information and resources on Google Classroom and the school website to support children with SEND.
- Arrange additional support and advice sessions for parents/carers with other educational and health professionals as appropriate.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where the majority of a class is in school, this means that our staff will be in school but pupil facing (i.e. teaching a bubble in school). As a result, support for smaller numbers of children who are self-isolating could take on a different form. Home learning resources and activities will be uploaded to Google Classroom in line with the work that children are completing in school wherever possible. School will also offer printed work packs to families as an alternative. Parents/carers should contact school to discuss the most suitable approach for any self-isolating pupils.