

Respect

Resilience

Kindness

Responsibility



Sandcross Primary



Home Learning Policy February 2024

Date:	February 2024	
Last reviewed on:	May 2023	
Next review due by:	February 2025 (annual)	
Version:	Date:	Notes:
V 1:0	July 2022	Century added to KS2 expectations
V 2:0	May 2023	Reduced expectations on home learning across the school
V3:0	February 204	Induction of Century in Y2 and for Century to become part of home learning offer for Y2-6 Induction of parent logins Updated home learning expectations table with days of hand out and hand in section and clearer expectations

		Revised wording for marking and parental involvement
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Home Learning Policy

Intent

Our world exists on a delicate balance of ecosystems. We believe every child has the right to be a successful and confident citizen who is able to understand and contribute to the world they live in. We want our children to be passionate about learning and to understand the wonders of the world around them as they journey through life. At its core, our curriculum is about enabling a better understanding of how life works interdependently and how everything interconnects in a complex web of relationships that work in ever changing, awe-inspiring ways. Our curriculum is designed to challenge, develop and nurture the “Whole Child” with a mission of **“Inspiring Lifelong Success”**.

Implementation

Our curriculum is delivered through values based learning enquiries with the six principles: Principles of Diversity, Cycle, Adaptation, Diversity, Interdependence and Oneness. Our school curriculum is underpinned by the values that we hold dear at our school: respect, resilience, kindness and responsibility. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and this is extended beyond the school gates. As children seek truth and develop the skills to question, research and generate knowledge, they are encouraged to find resolutions to the questions raised both in and out of school.

Pupils in year 2 and key stage 2 will be given access to Century. This is an online learning tool for students. It combines artificial intelligence with the latest research in learning science and neuroscience. The platform identifies every student’s strengths, gaps in knowledge and misconceptions. Students can log in and complete work that has been suggested for them by the advanced recommendation engine, or work which has been set by teachers. It allows students to take control of their own learning and for teachers to get real-time data on progress, allowing them to quickly identify which students need support or additional challenges. Century is a tool to help with mathematics, science and English (punctuation and grammar.) Whilst this is optional at home for year 3 and year 4, it will become part of the expected home learning for year 5 and year 6. All year groups in key stage 2 will use the application in school as part of our assessment process; general lesson support; and extension tasks to further deepen your child’s understanding.

Talking Matters Most: Some of our home learning tasks are designed to deepen and embed learning. Talking with children makes a difference. They need to learn to ask questions, describe, explain,

consider options, negotiate, experiment and select – these are essential skills, which we foster in all our pupils. Some tasks are designed to promote curiosity, creative thinking and discussion, to get children thinking and talking at every opportunity.

Fast, Fluent and Skillful: There are some aspects of learning that require regular practice. Some examples of this would be learning to perform tricks with a football or skipping rope, or to play scales and arpeggios on an instrument. Five minutes a day makes a difference to tasks like this, but an hour once a week would not achieve the same level of success.

The learning of spellings, tables and other simple facts needs to be a short, daily event.

Learning about sounds in words (phonics): Children who are just learning to read need to start by hearing sounds in words, especially the first sound. Playing I Spy with a tray of objects is a great way to practise this at home. Start with just two, contrasting sounds. For example, a collection of ‘spoon, sausage, spaghetti’ and ‘marmite, melon, mushroom’ would work well. In school, children practise learning sounds every day, building up speed, until they can quickly hear, say, recognize and write all the different sounds in the English language. Children will complete a statutory phonics test at the end of year 1.

Lifelong Readers: Reading aloud is another essential daily activity at home. When children are very young and are starting to learn about sounds in words, they need experienced readers to read to them. They hear the way the book should sound and they get the chance to talk about what is happening in the story. Gradually they learn the sound of the book so that they can join in. As they begin to make sense of sounds in words, they will notice how words begin and from there, they begin to be able to work out what the printed words actually say. Once they have achieved fluency in recognizing all sounds and combinations of sounds (for example ‘er’, ‘igh’, ‘ow’ etc.) and have learned to recognize some words at sight, they will begin to take the lead when reading books they have not seen before. They still need experienced readers to read along with them, model expressive reading and praise and encourage their efforts. Children who are supported at home with learning to read make rapid progress, which enables them to access independent learning at an early age. It’s like a passport to success for the future.

In Key Stage 1, the main focus for home learning will be on reading. We are really keen for children to become confident lifelong learners who read for pleasure. By reading daily with your child and recording this in their planner (these will be checked in school), this will have an impact on all areas of their learning. All classes will then be having a celebration of home reading so recording in your child’s planner is really important. You don’t need to write lots, just the title of the book and a signature is fine. Your child could write the title of the book sometimes, reinforcing that message of becoming an independent reader.

When children have learned to read fluently, they still need experienced readers to help them understand the meaning of the books they read. Some authors are very clever at inferring, giving clues, suggesting what is happening or what might happen next. Children sometimes find it hard to

understand aspects of books that are suggested, rather than described in detail. They also need to be able to talk about how the authors create different effects – fear or sadness, for example. They need to look closely at different sentences and explain why some sound particularly effective.

Fluent readers also need to practise reading aloud clearly and expressively, so that they can be heard across a classroom or hall. They may need to rehearse the same passage over and over to perfect it. Support from home with learning to understand what books mean and how to read aloud in public with confidence and expression is invaluable. Older children who can read fluently should never underestimate the difference in skill between reading in their head and reading aloud to an audience.

In Key Stage 2, we are really keen for children to become confident lifelong learners who read for pleasure. By children reading daily, either independently or with an adult, this is proven to have a significant impact on a child's progression in all aspects of learning. This daily reading must be recorded in their planner (these will be checked in school). Each class will be setting up a reward system for reading at home so this can incentivise children and families. Children can read their usual reading book or use their login and read using Myon. The quizzes will then be available for them to complete once they are in school.

Learning to spell: Research shows that children need the opportunity to investigate, find patterns and make generalisations. Spelling is a complex, intricate cognitive and linguistic process rather than one of rote memorisation.

From Year 1 - Year 6 in school we will be teaching children the rules behind spelling patterns and introducing them to new spellings every two weeks. . The children will then get the opportunity to investigate these rules and use these words within their work during the week. They will then have a progress check at the end of the two weeks. This will allow the children to take ownership of their work and see what words they need to focus on as they continue throughout the term.

At Sandcross, we no longer send spellings home. We communicate through the weekly home learning letter the spelling rule that the children have been practising so that parents can still be part of their child's spelling journey.

The best way to support your child with their spelling is to foster their love of reading. Read to and with your child. Enjoy your child being a reader. Foster a love of reading through your own relationship with books and words. In addition to spelling, children from year 4 upwards will be set one English task per week which will be in consolidation of the work they have learnt in class and will include SPAG (spelling, punctuation and grammar). This will, hopefully, mean that children will be able to work independently for the activity.

Learning number bonds, tables and other essential mathematical facts: Very young children need to learn to count, item by item. Once they can count out small groups of objects, or a small number of actions (eg steps they take up a staircase), they need to learn to count to 100 and beyond and to recognize and understand those numbers.

Adding and subtracting becomes easy when children learn pairs of numbers which add up to 10, initially. Doubles and halves up to 20 is also an easy learning target for children to achieve by the end of Year 2. Ideas will be sent home every half term for activities and games you can do with your child linked to the maths learning for that half term. Additionally children in Year 2 onwards will be expected to practise their times tables and in Years 5 and 6, children will be given weekly maths home learning activities to complete.

We have an award scheme for tables. 'Bronze' is 1x, 2x, 5x and 10x. 'Silver' is all of those plus 3x, 4x, 8x and 11x. 'Gold' is all of the tables up to 12x. From Spring 2022, this will be completed online using our Purple Mash membership. This means that every test - even practice tests - are in line with the statutory Multiplication Tables Check which all children nationally complete in the summer of Year 4. This means that children become familiar with their tables as well as the process of completing the test online. We encourage them to have a go and see how close they can get to the awards. Some children begin this journey in Year 1, others may not be ready until Year 3.

Once a child has achieved Gold, they are eligible for the 100 Club, where they build up speed. If they can do more than 40, they are eligible for the much-coveted Platinum Award.

Platinum questions are mathematical problems to be solved. They require logical thought, reasoning and application of tables. Children may go in for the Platinum Test as often as they wish as long as they maintain a 100 club score of over 40. The Platinum Test will remain face-to-face in the hall or studio as, following the test, a short tutoring session will be available to those who have taken it in order to learn

Impact

With nature at the heart of our curriculum, we aim to give children the ability to think for themselves, be resilient and face future challenges. Ultimately, we want the children to see that the principles can teach us how to live more sustainably and to apply these skills in a meaningful way. Children will be motivated and empowered to learn and apply their understanding effectively, using core skills to apply them in meaningful ways that will enhance both their life and others around them. Our Home Learning Framework is designed to enable us to secure success for every child, drawing on the capacity of parents and the wider community to extend learning well beyond the school day.

Century

Century AI is an innovative educational technology tool designed to enhance the learning experience for children. It uses artificial intelligence to personalise learning for each child. The tool analyses individual student performance and identifies areas where they need more support, adapting the content accordingly. This allows for a more tailored learning experience that can cater to the unique strengths and weaknesses of each child. Century AI can be used by teachers to track progress, provide targeted interventions, and ensure that every child is supported effectively on their educational journey. Sandcross use Century from Y2 - Y6

Personalisation of Learning: AI can tailor learning experiences to individual student needs, considering their strengths, weaknesses, and learning styles. This approach aims to make learning more effective and efficient.

Immediate Feedback: AI tools can provide instant feedback to children on their work, helping them quickly identify and correct mistakes. This immediate response can enhance understanding and retention of material.

Engaging Learning Experiences: AI can create more engaging and enjoyable learning experiences. By incorporating fun elements, AI can help maintain student motivation and interest.

Parental Involvement:

- Century AI Parent Login: This feature allows you to track your child's progress on Century, offering insights and supporting a collaborative learning journey.
- Google Classroom & School Planner: Home learning tasks will be communicated through Google Classroom and the School Planner, fostering a strong link between school and home.

Incorporating independent learning, especially with AI tools like Century, is crucial for accurately tailoring learning paths to each child's needs. Parental involvement is encouraged to motivate and guide, but direct intervention in answering may skew the system's understanding of the child's capabilities, leading to inappropriately levelled tasks. We understand the challenges some families may face in engaging children with home learning and are committed to providing support, without penalising non-completion

Parent login

Century AI's parental login feature offers a valuable tool for parents to actively engage in their children's education. This feature allows parents to track their child's progress in real-time, providing insights into their learning journey. With access to detailed reports on performance, strengths, and areas for improvement, parents can better understand their child's academic needs. This real-time tracking empowers parents to support their children's learning more effectively, fostering a collaborative environment between home and school. By staying informed and involved, parents can play a crucial role in their child's educational success.

Marking of home learning

Acknowledgement by teachers of submitted work is integral for informing planning, this will then prioritise direct classroom work for in-depth marking to optimise teachers' time and focus on enhancing child learning experiences across the curriculum.

The expectations for the setting of weekly home learning are set out below:

Year Group	Daily Learning	Weekly Learning	Day Set	Day Due In
Nursery	Being read a story	Talk Home Learning		
Reception	Reading phonics books and practising tricky words five times a week, alternating with Phonics and Talk and Learn home learning sessions that include handwriting every two weeks.	Reading five times a week of their Choice Book; Completing their soundbook Talk Home Learning Summer term only: 1 piece of tasked writing to be handed in, linked to our current topic	Friday	Thursday
Year 1	Read a phonics book five times a week.	Participate in weekly home learning, rotating between subjects such as Maths, English, and Phonics. Each child over the course of the year will take part in the Mystery Bag to help enhance speaking and listening skills within the class.	Friday	Wednesday
Years 2	Read five times a week and spend five minutes daily practising times tables.	Century Home Learning Maths: Half-termly suggested activities linked to learning in school	Wednesday	Wednesday
Year 3	Read five times a week and	Century nuggets set at the	Wednesday	Wednesday

	spend five minutes daily practising times tables (5 minutes offline or on TTRockstars)	end of the lesson on Wednesday		
Year 4	Reading 15mins; Times Tables 5mins	Century nuggets Spelling, Punctuation and Grammar 5mins; 20-minute activity focused on either grammar, reading, comprehension, or arithmetic. Emphasising strong attention to times tables and reading skills.	Wednesday	Wednesday
Year 5	Read for 30 minutes and practice times tables for 5 minutes, five times a week. Alternating between one week focused on Century and the next week dedicated to key SPaG and arithmetic skills.	1 x English based task (Century) 1 x Maths based task (Century) (30 mins x 2)	Monday	Monday
Year 6	Read for 30 minutes and practise times tables for 5 minutes, five times a week Alternating between one week focused on Century and the next week dedicated to SATS or another paper.	Maths 1x Century Nugget Reading 1x Century Nugget SPAG 1 x Century Nugget (30 mins x 3)	Friday	Friday

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