



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School Home Learning Policy September 2020

Then God said, "Let us make mankind in our image, in our likeness" Gen 1:26

Rationale

At Marlow Church of England Infant School our vision is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God's image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone's God given value and unique identity.

As a school we support the rights of children and these rights are encompassed in the UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a good quality education.*

School Mission

At Marlow C of E Infant School, we aim to provide all children with the opportunity to develop towards their full potential; academically, socially, morally and emotionally. We do this by:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

Introduction

Guided parental support of learning is an essential part of a good education. It encourages children to become confident and independent in their learning and ensures continuity between the school and home learning environments

At Marlow C of E Infant School home learning refers to any learning activity that pupils are asked to do outside of normal lesson time. The activities are generally related to work that pupils are doing in school as preparation, consolidation or follow-up. It can be done by pupils working on their own or with the support of parents or carers.

Whilst most parents appreciate the value and importance of home learning, a recent School survey showed some feel we set too little and some feel we set too much! In order to allow parents to support their children to the best of their ability without placing undue stress on family time, we have taken an approach of giving parents a range of suggestions on how to support their children's learning at home, without prescribing when, where or how much extra work should be done.

Aims

Through this policy we aim to:

- Ensure that a child's self-esteem is developed
- Ensure a consistent approach throughout the school
- Enhance, reinforce and extend opportunities to develop work and learning in our school
- Make sure that parents and carers have a clear understanding of how they can best support their children's education
- Develop independence and a sense of personal responsibility
- Improve the home/school partnership
- Prepare children for their next stage in education.

Home Learning platform

In order to try and reduce the amount of paper and resources used, the school moved to a digital home learning platform in autumn 2019. As a result, parents were able to access the home learning at a time convenient to them and messages/questions about the home learning could be loaded directly onto the platform. For the academic year 2020-21, we have made further development which are detailed below:

Class Home Page

Each class has a class home page on the school website www.marlow-infant.bucks.sch.uk which can be accessed using an individual login. The class home page contains general information about the year group's curriculum and specific details about the half term's topic and enrichment activities, including key dates

The Home Page also provides a 'portal' to other online resources that the school uses to support learning at home:

- **Purple Mash**
This is an online cross curricular website that allows children to enhance their knowledge in a fun and creative way. A parent guide on how to use Purple Mash is here: <https://www.youtube.com/watch?v=eZyQdS1y3WQ>
- **Rising Stars Reading Planet**
An online library of banded reading books to support the development of reading skills – teachers will allocate books to children on a fortnightly basis. <https://my.risingstars-uk.com/>
- **Tapestry**
For Reception year group only. This is used by teachers to load home learning tasks that are related to the current in-school learning.
- **Google Classroom**
For Year 1 & 2. This is used by teachers to load home learning tasks that are related to the current in school learning

The role of parents and carers

We encourage parents and other carers to support their children by:

- Providing encouragement and support to children when they require it
- Being creative in their approach to activities linked to the school curriculum (e.g. nature walks and games as well as reading and writing)
- Recognising home learning activities as a valuable aid to learning
- Encouraging and praising children when they have completed home learning
- Becoming actively involved in home learning activities with their children
- Providing feedback on the home learning

Whole school home learning

First half term of the academic year 2020-21

Home learning will be set on a fortnightly basis for the whole school.

- The focus of this home learning will be the School Vision and Values and how they link to the School Charter.

- There will be 3 home learning sheets (1 per fortnight) which will contain creative and discussion-based tasks which will help children to understand the values and the charter. The values covered this year will be Respect, Kindness and Perseverance.
- There will be questions which will allow parents to explore the different elements of the charter with their children and how they relate to their life in and out of school

Year Group home learning

Each half term, teachers will load home learning activities linked to the school curriculum via either Tapestry or Google Classroom, giving parents a range of ideas linked with particular topics. There will be tasks for children to complete and they are able to 'hand in' completed tasks if they want to. In Key Stage 1 activities and tasks will be scheduled so that there are updates on a weekly basis most of the time.

The following is a list of any regular, formal home learning that will be set for the rest of the year. This has been significantly stripped back to allow families more flexibility in their approach.

- Daily reading
- Key words
- Weekly spellings in Year 2 (on Google Classroom)
- Termly Science home learning for the school holiday

Supporting children with their home learning

We are happy for parents to support their children with their home learning, and sometimes the activities will need an adult to help. It is not important that children get 100% of the work correct but that it is an accurate reflection of what they can do. Parents are encouraged to ensure that their children complete the work neatly and to the best of their ability.

Time and place considerations

It is important:

- To establish a good routine for homework (which will depend on existing family routines and culture) including:
 - When and where it should be completed
 - Setting out expectations
 - Linking home learning to a specific routine
- To do home learning in a quiet place away from the distractions of television and technology (unless the task is technology based)
- To adapt the home learning environment to the needs of the child:
 - Some children need to work by themselves
 - Some children need to have parents nearby to help keep them on task and to answer questions when problems arise
- Not to spend too long on a Home Learning task in one 'sitting'
 - Children should spend no more than 20-30 minutes on curriculum task at any one time. Suggestions made on the website will allow parents to pitch tasks at a level which stretches their child without causing frustration

Feedback - General

Children need to know how well they have done and what they could do better and children will be encouraged to discuss things they have learnt at home in class.

Feedback should:

- Be given in a positive and supportive manner which will enable children to understand their next steps in learning
- Praise the process rather than the person or the outcome

Carol Dweck's famous study on growth mindset praise shows how big of an impact words have on our mindsets. The study showed that students who received praise focused on their efforts and strategies enter a growth mindset, work harder, become more resilient, and perform better than pupils who were praised for their talents and abilities – these students will likely enter a fixed mindset.

For more information see: *'Mindset: How You Can Fulfil Your Potential'* by Carol Dweck

DEVELOPING A **GROWTH MINDSET**



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Wider learning considerations for parents

- Give your child confidence through praise and encouragement
Provide specific praise that focuses on a particular aspect of their work. Comments such as “I like the way you have.....” is more effective than “You are clever!” (see *above*)
- Read to and with your child as much as possible
- Encourage your child to observe and talk about what they see, feel, think etc
- Make use of your local library
Look out for special events eg the summer reading challenge
- Visit museums and other places you think your child may find interesting especially to support the current school topic
- Try to find a reasonably quiet and suitable place for your child to do their home learning and show that you and all the members of the family value and respect the homework activity
- Try to set time aside to support home learning activities whilst also allowing some independence when appropriate
- Encourage your child to discuss home learning with you, including feedback from teachers
- Try to help your child see the enjoyable aspects of home learning
- Remind your child to complete and hand in home learning on time.

Home Learning through the Coronavirus (COVID 19) pandemic

Throughout lockdown and the reopening of the school in June 2020, Marlow C of E Infant School provided remote home learning for the children of the school. The philosophy behind the activities provided was to support parents so that children were able to progress in their learning as much as possible. The understanding was given that parents were likely to be working from home and that our pupils are not of an age where they can focus on home learning for long periods of time, especially without the supervision of an adult. As a result, the home learning set was based on Medium Term plans drawn up by the teachers to meet the learning objectives that would have been covered in school had the school been open. The activities therefore loaded up onto the school website were aimed at meeting the objectives and parents were able to download them and use them at a time convenient to them. There was no live streaming of lessons as we considered this inappropriate for the age of our pupils but we did provide videos of the teaching of key concepts for children in Year 2 until they returned to school.

As we move into the new academic year, this same philosophy will continue. We will use Google Classroom (for KS1) and Tapestry for Reception to host the home learning.

Online Teaching and Learning Information in response to families/pupils being unwell or isolating due to COVID 19 The main aims of remote learning at Marlow C of E Infant School are to:

- Keep the minds of our children active and happy, ready to return to school and engage with learning
- when the time comes.
- Ensure regular contact with all children and families.
- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Ensure that the wellbeing of our pupils and parents is considered at all times

Below is outlined what parents can expect from us should their child/family be isolating due to Covid 19. Taking care of the physical and mental health of our staff team is absolutely crucial at this time as it is for our children and their parents/carers.

Teachers are having to teach in the class and plan for home learning for children who may not be in school. We have tried to put together a plan that supports the workload of our teaching staff so that is manageable for all parties and caters for all eventualities.

Child or a family member has Covid Symptoms and are awaiting test results	<ol style="list-style-type: none">1. If child is poorly or family members are we recognise this may mean home learning may be the last thing on minds. Health should always be put your first. Some pupils may be only off for 1-3 days awaiting results.2. If the child/family are well enough for home learning they can access the existing home learning activities which are published on Tapestry/Google Classroom which can be accessed via their child's class homepage on the school website.
Child or a member of the family has tested positive for Covid 19	<ol style="list-style-type: none">1. If the family/child have Covid 19 then the family need to put their health and well-being first. Teachers will keep in touch with you via Google Classroom or Tapestry to check you are ok once per week.2. When the child feels feel well enough for home learning they can access the existing home learning activities which are published on Tapestry/Google Classroom which can be accessed via their child's class homepage on the school website.
Child's bubble at school are isolating for 14 days or a family member has been identified on track and trace. (Please be advised School will only isolate class bubbles under the direction of the local Public Health Authority/DFE)	<ol style="list-style-type: none">1. Two weeks of comprehensive home learning will be available for children on their class Google Classroom or Tapestry page. The class teacher will keep in touch via Google Classroom or Tapestry or a phone call once per week.2. If whole class bubbles are self-isolating at home, then teachers will post pre-recorded videos to show the teaching of key concepts

Inclusion

For those pupils and families that do not have internet access, the school office will need to be contacted so the class teacher can support the pupil.

There may be some cases where pupils and families do not have access to printing facilities and We will try and accommodate all students, including children with SEN or those who are more vulnerable, and consider different levels of learning.

Teacher Involvement

Teachers are not expected to provide bespoke individual lessons for pupils. For those families at home and completing learning who may need support, teachers will be teaching during the school day but will contact you as soon as they can. If there is anything urgent families are encouraged to contact the school office for support in the first instance.

Feedback via comments will be provided by the class teacher in response to learning shown. Teachers will build in time during PPA to respond to at home learners and the Home Learning platforms regularly.

Communication by teachers to pupils and parents will only be made through official outlets such the Home Learning platforms or the office email address. Personal emails or numbers will not be used and teachers are advised to refrain from communicating outside of school hours unless totally necessary.

Teachers will respond to any work put up on the home learning platforms at a time that is convenient and manageable.

Review

This policy will be reviewed on an annual basis.

Policy reviewed: September 2020

Date of review: September 2021