



Home Learning

Parent Meeting

Monday 24th September 3.00pm

Why now?

Why are changes necessary?

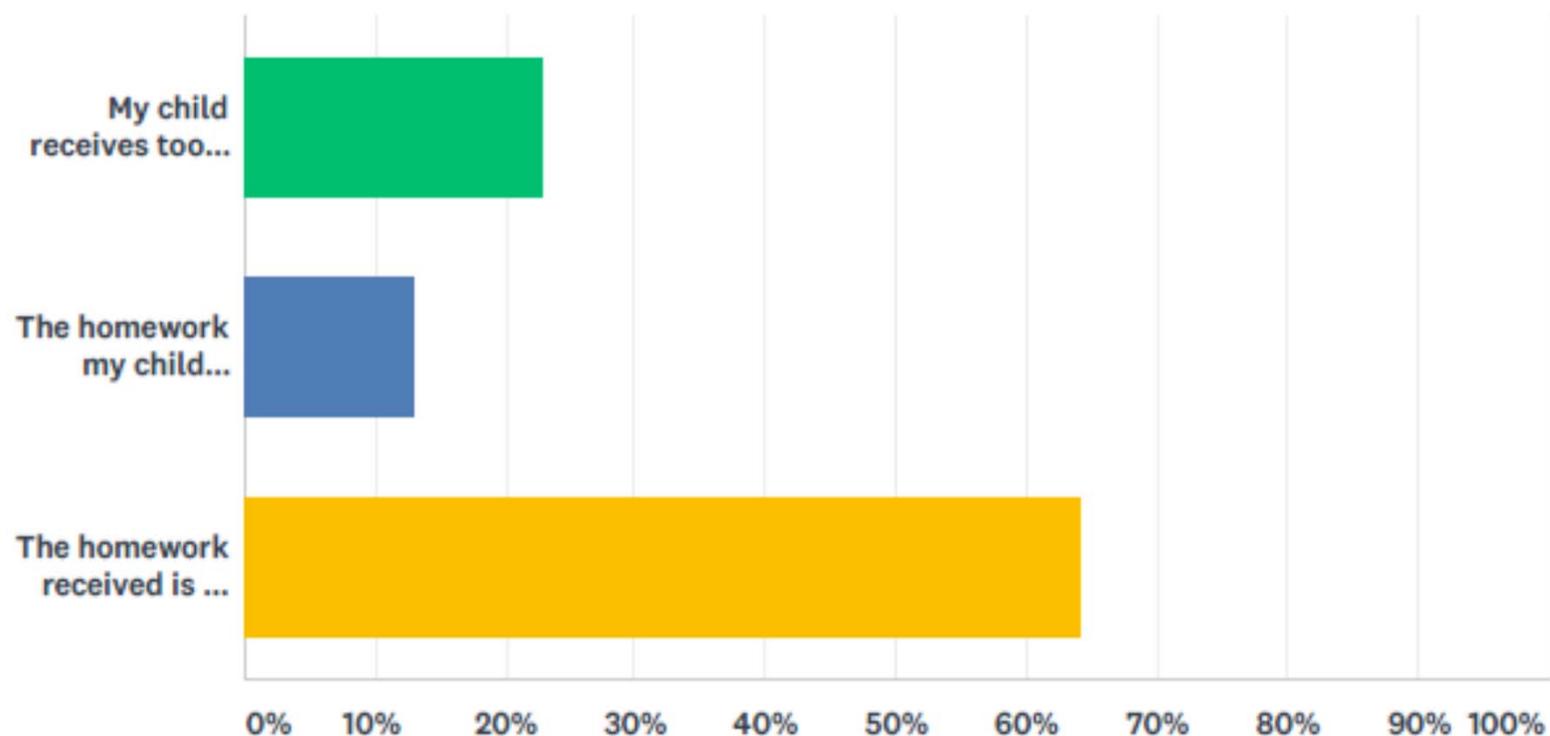
What helped our thinking?

What are the plans?

Then what?

Q6 My child receives appropriate homework for their age at Rhodes Avenue Primary School

Answered: 154 Skipped: 1



Homework (Primary)

At Rhodes Avenue, we battled with the issues and surveyed the best available evidence, from the **EEF Toolkit**, [specific recent studies on homework](#) (this one via **Dan Willingham**) and used the **IEE 'Best Evidence in Brief'** newsletter on homework research [HERE](#).

How effective is it?

- It was found that schools whose pupils do homework tend to be more successful. However it is not clear whether use of homework is a reason for this success. A number of reviews and meta-analyses have explored this issue. There is stronger evidence that it is helpful at secondary level, but there is much less evidence of benefit at primary level.
- There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment, but this is limited for primary age pupils (this also links to working memory). Overall the general benefits are likely to be modest if homework is more routinely set.
- The quality of the task set appears to be more important than the quantity of work required from the pupil.

How secure is the evidence?

- Homework has been extensively researched. There is a relatively consistent picture that pupils in schools which give more homework perform better, although for primary age pupils the difference is small. However, there are only a small number of studies which have investigated whether this relationship is due to the homework itself, rather than other school factors. These studies compare classes where homework is introduced to similar classes where homework is not given. They tend to show that homework can be beneficial, but this finding is less secure than the first, because of the smaller number of studies and the quality of the evidence.

What did the research tell us?

Overall, homework in primary schools does not appear to lead to large increases in learning. Home learning is proven to be more effective with older students than their younger counterparts. This is typically because they are more able to self-regulate their learning and they have more background knowledge to draw upon. For similar reasons, high ability students typically benefit more from home learning than low ability students.

Teacher scaffolding is essential to guide effective home learning. Parental involvement is key when supporting learning at home for younger pupils. Effective homework is associated with strong parental involvement and support.

The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.

Pupils need to understand the purpose of the homework.

Homework is seemingly most effective when it involves practice or rehearsal of subject matter already taught. Students should not typically be exposed to new material for their home learning, unless they are judged more expert learners. Complex, open ended homework is often completed least effectively; whereas, short, frequent homework is more likely to have more impact.

Prof Susan Hallam from the Institute of Education says there is "hard evidence" from research that homework really does improve how well pupils achieve. "There is no question about that."

But she says this doesn't mean that endlessly increasing the amount of homework will keep delivering better results.

WHAT MAKES HOME LEARNING EFFECTIVE?

- **Cathy Vatterott (2010)** identified five fundamental characteristics of good homework: purpose, efficiency, ownership, competence, and aesthetic appeal.
- **Purpose:** all homework assignments are meaningful & students must also understand the purpose of the assignment and why it is important in the context of their academic experience (Xu, 2011).
- **Efficiency:** homework should not take an inordinate amount of time and should require some hard thinking.
- **Ownership:** students who feel connected to the content and assignment learn more and are more motivated. Providing students with choice in their assignments is one way to create ownership.
- **Competence:** students should feel competent in completing homework. In order to achieve this, it's beneficial to abandon the one-size-fits-all model. Homework that students can't do without help is not good homework.
- **Inspiring:** A well-considered & clearly designed resource and task impacts positively upon student motivation.

Here at Rhodes

Home learning refers to the tasks given to pupils by their teachers to complete outside of usual lessons. At Rhodes Avenue we encourage children to complete home learning activities at home in order to:

- To consolidate and extend learning initiated within school; to provide context.
- To promote independent pupil learning
- To provide the opportunity for family or peer learning
- develop excitement for learning, research and enquiry.
- Develop a learning platform between school and home. Encourage parental involvement in, and understanding of, the work their children do at school.

Tier 1

Research shows that short focused tasks or activities which relate directly to what is being taught and are built upon in school; are more effective than regular homework. This is why each year group will provide non-negotiable home learning activities, which the children will be asked to complete independently or with adult support. These activities will relate to classroom learning and will be used as a short focused intervention.

Daily Reading

Books centralise the school curriculum and form the foundation for all learning. We hope to promote a love a reading at school and home. We actively encourage children to read or listen to stories daily at home; your child may want to read independently, be heard reading, share a story or be read to. Reading exposes children to rich language and diverse content, reading promotes a range vocabulary, grammatical structures and can open new worlds.

Parents are encouraged to talk with their children about the content of their reading. Parents can help in this process by:

discussing the characters and important events in the text

encouraging children to predict what might happen next

discussing emotions felt by characters through dialogue and actions

extending discussions beyond the text by relating it to everyday life

encouraging children to give, and to justify, their opinions.

All children will bring a book home to read. This will be a school library book and/or a banded level reading book. Older children are encouraged to bring in their own reading books from home. Levelled reading books are provided based on the teacher's assessment of reading and comprehension. Parents and children are encouraged to record their reading comments and thoughts daily in their reading diary.; this book will also act as communication between home and school.

Times Tables or daily numbers

In Rhodes Avenue, we value the importance of children having the tools for arithmetic at their finger-tips. Through knowing their times tables and number facts, pupils will gain the foundation for learning different aspects of mathematics such as place value, division, algebra, long multiplication and fractions.

Different year groups will set number activities and times table task encouraging children to learn and practice.

Phonics (Nursery, Reception and Year 1)

Phonics is one of the skills used to support children when learning to read. Sounds will be shared with the parents to show what the school will be teaching each week. We will support phonic home learning through parent workshops and information sessions.

Grammar (KS2)

As Grammar is a statutory requirement at the end of year 6, year groups will set a short piece of grammar homework to consolidate work done during the week?

Tier 2

Collaborative home learning projects

- Throughout the year there will be opportunities to enhance learning through participating in a collaborative project based learning.
- These activities are designed to encourage shared learning. Shared learning is a collaborative approach to learning that can be completed with parents, siblings, family members or friends.
- Each year group provides an optional list of activities where you are able to select at least three to complete throughout the year.
- The projects range in outcome. Some are creative, they all encourage research and independent thinking
- Children will be asked to share their collaborative learning with their peers in school. This could be through class presentations, at a school fair/event, through display, in an assembly or by entering a competition with local schools.
- Year groups will provide this list at the beginning of each year, enabling parents to look at family calendars and plan the best time to complete projects.

Examples of School projects

- To bring a photograph from home and talk about their family (Reception)
- To complete an extended creative writing task (Year 6)
- To create a Science board to present at the Science Fair.
- To present factual information about the planet Earth (Year 3)
- Research an artist or designer; linking to current exhibitions.

1. Renzo Piano (Architect) 15th Sept 2018 to 20 Jan 2019 - Royal Academy
2. Vincent Van Gogh (Artist) 27th March to 11th August 2019 - Tate Britain
3. Olufur Eliason (Artist) 11th July 2019 to 15th January 2020 - Tate Modern
4. Franz West (Artist) 20th Feb to 2nd June 2019 - Tate Modern
5. Christian Dior (Fashion designer) Starting 2nd Feb 2019 - Victoria and Albert Museum

Tier 3

Optional Home Learning

A range of home learning activities will be provided and reviewed half termly. These will link to the wider range of subjects, skills and objectives taught in school. This home learning will be available via a website link or uploaded to the year group website for parents/carers to access if they wish for their child to do additional learning at home.

Each week the school learning will be displayed on the website. You will be able to use this to look at what learning has been happening in school. For example.

Mathematics	English	Spelling Rule	Grammar Focus
Rounding from 1 to 3 decimal places, Ordering and comparing whole and decimal numbers Multiplying and dividing by 10,100,1000 and 10,000	First person account from a Mayan Child perspective Comprehensions based on Mayan Cities	Suffixes where the root word ends in e Cycle- cycling	Pronouns

Pupils will then be able to use the uploads to complete age appropriate tasks that could relate to the curriculum coverage.

Parents can use the coverage to set home learning questions

Parents of younger pupils (Years 1, 2, 3) will also be provided with a model to support learning at home.



Number	Words	Picture
23	Twenty three	
19		
11		
	Twenty two	

Tier 3 home learning does not need to be returned to school and additional activities can be made available if requested.

This section of the policy will continue to develop. We greatly appreciate your feedback on the activities available. The amount, choice and selection.

We have bought subscriptions to Maths is Fun and Mathletics (children will receive a personal login before October half term). Teachers will be able to track use, success and misconceptions to inform planning.

We are also looking into similar English resources.

	Tier 1	Tier 2	Tier 3
	Daily	#Choose	Optional
Year 4	Daily reading	Presentations/projects	Reading Comprehension
	Timetables	Roman Shield (Autumn Term 1)	Writing tasks
	HFW	Famous Victorians (Spring Term 1)	Maths Activities
		London Landmark (Summer Term 2)	
		Science Fair Project (March)	
		Wold Book day Activity (March)	
		Artist Research (ongoing throughout the year)	

OUR LEARNING

YEAR 1

CLASS TEACHERS:
Jo McGahon, Sophia Papworth, Meghan Grove



OUR SCHOOL	OUR LEARNING	PARENTS	NEWS & EVENTS
<ul style="list-style-type: none"> Welcome School Profile Attainment Admissions Staff Governors Safeguarding Policies Pupil Premium Sports Premium Inclusion Wellbeing CPD Offer Vacancies Lettings 	<ul style="list-style-type: none"> Curriculum Nursery Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Sport Music Art French 	<ul style="list-style-type: none"> RAPSA School Meals Breakfast Club After School Club Extra Curricular Clubs School Council Surveys Parent View Parent Payment Children's Zone 	<ul style="list-style-type: none"> Latest Activity School Letters Headteacher's Newsletter Diary Dates Term Dates Twitter Governing Body Meeting NSPCC Workshops INSET day

WELCOME

Welcome to Year 1 the starting point for 'Key Stage One'.

YEAR 1 TEACHING TEAM

Year Group Leader: Jo McGahon

🏠 HOME

October 29

View All Events ⇒



CURRICULUM / LEARNING

In Year 1 the children begin to follow the National Curriculum, where they will participate as a whole class during lessons, moving away from solely small group work. Subjects are planned around a theme or topic in line with our creative curriculum.

Throughout the year in **English** we encourage the children to explore different genres of writing including narrative, character descriptions, information texts, recounts, instructional writing, lists, poems, non-fiction captions/labels and speech bubbles. We also use creative role play and encourage the children to actively participate in speaking and listening during carpet sessions and show and tell activities.

Phonic work continues daily and children read in their reading group once a week when books will be sent home to share. The school follows the Ruth Miskin scheme of work, for more information use the link below.



(<http://www.ruthmiskin.com/en/ruth-miskin-training-school-portal/>).

In **Maths** we explore counting to and across 100 forwards and backwards beginning with 0 or 1. Reading and writing numbers to 100 in numerals. Identifying one more and one less of a given number. Understanding mathematical vocabulary including language related to dates, days of the week, weeks months and years. Measuring using standard and non-standard forms of measurement, including length, weight and capacity. Basic addition, subtraction, division and multiplication. We encourage the children to solve problems in a practical, fun and 'hands-on' way.

[Calculation Strategies for Parents and Carers](#)

Topics we are Teaching this Year

[Curriculum Map/Overview 2018](#)

Termly Class Letter to Parents and Carers

[Issue: 1 Autumn 2018](#)

Home Learning

Homework at Rhodes Avenue provides children with the opportunity to consolidate their classroom learning. The aim of homework is to develop pupil independence, resilience and resourcefulness.

Every week, we will post the week's learning in the table below and post a home learning newsletter.

This week we have been teaching:

Mathematics	English	Spelling Rule	Grammar Focus
In Maths we have represented our numbers in different ways. We have looked at number lines and numbers that come before and after each other. We have also worked outside, threading beads and painting numbers on the floor all to help us with our number understanding.	In English we have continued our learning on the Bog Baby - we have given advice to the characters in the story and are eagerly awaiting finding out if they follow the path into the forest or not. We have worked both inside and outside the classroom working in our books and mark making on large paper imagining what the children would find in Bluebell Woods.	This week we have worked on 4 of the key words - the, and, a, to. We have looked for these words in books and tried to include them in our writing.	We have tried hard to use full stops and capital letters in the right places in our writing.

[Edit](#)

Tier 1 (Weekly Home Learning Newsletter)

Issue: 1 (21st September)

Help Your Child to Read: Guidance

Reading Comprehension Questions

Tier 2 Collaborative Home Learning Projects

Home Learning Projects	
Family celebrations	Autumn 1
Science Fair Project	Autumn 2
An old family toy	Spring 1
World Book Day	Spring 2
A famous person	Spring 2
Where in the world are you from?	Summer 2

Tier 3 Optional Home Learning

Year 1 Parent Pack

Year 2 Common Spelling Exception Words

Home Learning Websites

English

Phonics Play <https://www.phonicsplay.co.uk/freeIndex.htm>

BBC Bitesize <https://www.bbc.com/bitesize/subjects/zgkw2hv>

Mathematics

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

E4 Education <https://www.e4education.co.uk/primary/games>

Nrich <https://nrich.maths.org/9412>

Crick Web <http://www.crickweb.co.uk/ks1numeracy.html>

Maths Frame <https://mathsframe.co.uk/en/resources/category/22/most-popular>

Year 4 Example

Home Learning

Every week we will post the week's learning in the table below (use the links):

English	Maths	Spelling	Grammar
We will be writing our own Just So stories inspired by Rudyard Kipling	We will be rounding numbers to nearest 10, 100 and 1000.	We are looking at similes, alliteration and onomatopoeia	We will be recapping the suffixes
	Rounding	Simile	How many words can you find with these prefixes? Can you put them in alphabetical order? Use them in a sentence?
	Alliteration		Suffixes
	Onomatopoeia		

[Edit](#)

We have started to create a working document to support purposeful learning at home to:

Outline the school's non-negotiables,

Allow creativity, joint working and independent research,

Provide a real purpose for learning at home,

Support busy home lives,

Allow parents the choice and freedom

To provide home learning that is shown to have the most impact on school learning.

We know we have to:

- Keep you informed and lines of communication open – Learning looks (Years 1, 2, 3) - communication via the website, communication in reading diaries.
- Review what we are offering – listen to your feedback and respond.