

British School Salalah

Primary Home Learning Policy

2021-22

Reviewed: Oct 2021

To be reviewed by: Deputy Head

To be reviewed: Sept 2022

Rationale

Home learning at British School Salah aims to enrich and develop children's learning journeys. Using the research on the High Performance Learning thinking skills and learning ethos and the Discovery Learning curriculum, we employ strategies and activities that have the greatest impact on learning as part of our home learning approach. All decisions about home learning are research based.

It is vital to their development that children spend time: in free play, role-play, indoors, outdoors, climbing, running, exploring, thinking, being curious, investigating, researching, debating, taking part in cultural activities, carrying out chores in the home and looking after others.

Any home learning should complement this list, not replace it.

Research into the impact of home learning demonstrates that:

- When home learning tasks are specific and focused on the learning taking place in school, they have the most impact.
- Independent home learning projects or activities preparing for future learning have the most impact.
- Giving children daily worksheets which consolidate previous learning has a low impact on children's learning.

What should it be?

Home learning tasks are set by teachers in accordance with the High Performance Learning research and the required learning outcomes for children.

It is differentiated wherever possible according to individual children's needs, goals, targets and abilities. Tasks set represent a range of activities, for example verbal, written, practical, problem solving and research.

As children progress through school, the quantity and complexity of tasks increases.

Home learning tasks will be set on a **Thursday** and returned on the following **Monday**. All home learning tasks will be set on **Google Classrooms**.

Reading

We expect all pupils from FS2 to Year 6 to read daily for 20 minutes to an adult. Class teachers will send home staged reading books based on your child's level on a weekly basis. These will go out every Tuesday. It is important that your child returns their books on a Monday in order to receive their new books.

In addition, parents and students have access to the Oxford Owl website which has 1000s of books that you can choose to supplement your child's reading with. Each year group has their own login.

Developing reading skills, advice for parents:

- When your child is reading aloud to you, encourage them to use the pictures, the rest of the sentence and phonetic clues to read words

- Point out the punctuation in a sentence, e.g. full stops, speech marks, exclamation marks
- Take turns in reading longer stories Discuss your child's favourite words and phrases
- When reading non-fiction books use the contents page and index to find information
- Talk about the main event and compare it to your child's own experiences, e.g. Remember when we went to the beach...
- Talk about the main character's thoughts and feelings
- Point out obvious story language across a range of books, e.g. 'All fairy tales start with Once Upon a Time...'
- Re-read stories and poems so that your child becomes very familiar with them and can retell them

When reading any book with your child - a home reader or online - we would recommend the adult supports the child in understanding (comprehension) the book.

You can ask general questions such as:

- Can you summarise the story so far?
- What do you think will happen next?
- Who was your favourite character and why?
- Did you learn a new word? Can you remember what it means?
- Were there any words you didn't know?
- 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?

In addition, parents can ask year group specific questions. See bookmarks below.

[Year 1 Reading Bookmark](#)

[Year 2 Reading Bookmark](#)

[Year 2 Reading Bookmark](#)

[Year 4 Reading Bookmark](#)

[Year 5 Reading Bookmark](#)

[Year 6 Reading Bookmark](#)

Spelling

Class teachers in Years 1-6 will provide children with weekly spelling lists to be practised at home. These spellings will be linked to Key Stage spellings for your child's year group including key topic words relating to the curriculum.

English

Children will be set a task in the form of a spelling, punctuation, grammar or writing activity. Please note English activities can also be cross curricular, so at times they may be linked to Discovery Learning or Science objectives.

Discovery Learning

Occasionally, Discovery Learning Home Learning tasks will be set. This can sometimes be research based, or in the form of a creative project. Discovery Learning Home Learning tasks provide a broad and balanced range of opportunities, which aim to develop the HPL behaviour and thinking skills. Class teachers will outline the skills which should be demonstrated in each project.

Maths

In addition children will be set a **weekly** Maths task. This might be a fluency or reasoning task in the form of written, practical or an ICT-based activity. Reasoning tasks challenge children's thinking skills, allowing them to apply mathematical concepts to real life problems and situations, developing their critical thinking skills. Through the year, students will also access online Maths platforms such as MyMaths and TT Rockstars in order to develop and challenge their mental Maths skills. Parents will be sent information on how to access these.

Which times tables?

Year 1: Count in multiples of 2, 5 and 10. Recall and use doubles of all numbers to 10 and corresponding halves.

Year 2: 2, 5 and 10 times tables up to 12×2 , 5 and 10 and related division facts (e.g. $50 \div 10 = 5$)

Year 3: 3, 4 and 8 times tables up to 12×3 , 4 and 8 and division facts (e.g. $24 \div 4 = 6$)

Year 4: 6, 7, 9, 11 and 12 times tables up to 12×6 , 7, 9, 11 and 12 division facts (e.g. $30 \div 6 = 5$). This will mean children know all times table and division facts up to 12×12 by the end of Year 4.

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

Every BSS child should learn to **tell the time**, learn their **times tables**, practise their **weekly spellings**, and read at home as part of their weekly routine.

Reading at home is an essential aspect of home learning in every year group. Children should read for pleasure, read for progress or be read to every day.

Home Learning expectations per year group

Year Group	Tasks set	Frequency sent	Time spent
	Reading	Sent home on a Tuesday	10 - 15 mins a day
	Phonics	Sent home on a Thursday	5 - 10 mins a day
Years 1 & 2	Reading	Sent home on a Tuesday	20 mins a day
	Spelling	Sent on a Thursday	10 minutes daily
	Maths	Sent on a Thursday	20 - 30 mins over a week
Years 3 & 4	Reading	Sent home on a Tuesday	20 mins a day
	Spelling	Sent on a Thursday	10 minutes daily
	Maths fluency and reasoning English	Sent on a Thursday	20 - 30 mins over a week
	English grammar, punctuation or writing task	Sent fortnightly on a Thursday	20 - 30 mins a week
Years 5 & 6	Reading	Sent home on a Tuesday	20 mins a day
	Spelling	Sent on a Thursday	10 minutes daily
	Maths fluency and reasoning English	Sent on a Thursday	30 - 40 mins over a week
	English grammar, punctuation or writing task	Sent on a Thursday	30 - 40 mins a week

Occasionally, home learning tasks feed directly into a particular lesson, this will be made clear.

Home learning tasks will be set on a **Thursday** and will be returned on the following **Monday**.

Research

The top 10 graded curricular effects, in order, and the impact these have on achievements:

What	Why	How
1) Vocabulary programmes	To be able to read or write a word, a child first needs to be able to say it	Sharing books / magazines /websites / articles above your child's reading age and spending time exploring new vocabulary.
2) Repeated Reading Programmes	Children need to feel a sense of achievement that re-reading a previously deemed tricky passage gives them	Once a child has decoded and read a challenging passage, encourage them to re-read it until they can read it fluently.
3) Creativity Programme	Creativity is essential for Problem-solving, innovation, entrepreneurship and enterprise	Philosophical questions for discussion. Creative challenges that involve communication and reasoning e.g. logic puzzles, kenken and sudoku
4) Phonics Instruction	To be able to decode unfamiliar words, say them aloud and make meaning of them a child must first recognise the sounds that make up the word that make up the word.	Working with your child's class teacher to understand how phonics is taught, the individual sounds, blends and teaching strategies so that you can support at home when reading
5) Tactile Stimulation Programmes	We learn best when we have an emotional response to our learning. Stimulating one or more of our senses means that learning becomes more memorable	Write on or in a variety of surfaces / substances. Use songs and mnemonics to remember spellings and facts. Write words on your child's back for them to spell / read. Get them to do the same to you.
6) Comprehension programmes	Reading is decoding unless understanding is checked. Many children can read the words of a challenging book without taking any meaning from it.	Ask your child to: <ul style="list-style-type: none"> • Predict what will happen next • Summarise the book so far • Ask why a character has behaved as they have • Think of another / better word for one used in a book

		<ul style="list-style-type: none"> • Write a new ending for a story • Write a story from a different character's perspective
7) Visual Perception Programme	To be able to build up hand to eye coordination. To be able to spot errors, misspelt words and patterns in letters and numbers To develop depth of field and spatial awareness	Spot the difference, Kim's memory game, Where's Wally, completes the picture. Copy something down from another surface
8) Outdoor adventure programmes	Gross motor development builds up muscles that are used in fine motor work such as writing. Fresh air and time outside inspires creativity. Running, jumping, skipping and climbing all lead to a raised heart rate, increased oxygen to the brain and greater creativity.	Spend time outside teaching your child to ride a bike, climb a tree balance, hop, skip, jump etc
9) Play programmes	Free play with a variety of children from different age groups and backgrounds builds	Oral rehearsal in role-play allows children to try out new vocabulary in context, to take risks in an informal setting and to build up rapport with others
10) Second third chance programmes	Children should not fear failure. Being able to edit, redraft or have another go encourages children to take risks and try up social skills, acceptance and celebration of differences and offers opportunities for oral rehearsal	Be clear that your child can have more than one attempt. Encourage activities that have more than one possible outcome. Encourage redrafting of creative and academic tasks

The Importance of Talk

Research supports the importance of vocabulary development from an early age. We would therefore encourage parents to daily converse 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?

Please note, the top ten activities that have the greatest impact on achievement of children does NOT include: learning spelling, completing maths calculations, making posters or many other traditional home learning tasks. This does not mean that these activities do not have an impact, it does however mean that they have a lesser impact than the activities listed above.

In accordance with our High Performance Thinking Skills, the above suggested activities develop flexible and fluent thinking, allowing children to generate ideas, adapt to new situations, improvise and change strategies to meet different types of challenges, often abandoning an initial idea for a better one. BSS focuses the curriculum and Home Learning on developing fluent and flexible thinking, as it is this which is the cornerstone of creative thinking.