

GLC Home Study Policy [Primary]

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GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

GLC Home Study Policy [Primary]

The Rationale for Setting Home Study

At The Gateway Learning Community, we define teaching as the process of guiding and facilitating learning. We teach for understanding, retention and the application of knowledge and the development of transferable learning competencies: **Communication, Curiosity, Critical Thinking** and **Creativity**. The GLC believes that relevant, engaging, well-managed and frequent opportunities for home study supports this vision and positively impacts the progress and development of pupils. [Refer to GLC pedagogy wheel [practice and retrieval] in the Primary Teaching and Learning Policy].

Home study provides opportunities to:

- Extend, strengthen, consolidate and enrich learning beyond the classroom, including addressing gaps in learning;
- Be more deeply creative, reflective and thoughtful in responses to ideas covered earlier in class;
- Support and enable pupils to manage their time effectively, develop independence and self discipline
- Develop effective study skills and to meet deadlines;
- Develop a dialogue between pupils and their parents/carers about their learning;
- Demonstrate the GLC primary learning competencies: Creativity, Critical Thinking, Communication and Curiosity;
- Prepare for future learning in the classroom.

GLC Practice

Home study will be set by all teachers in-line with this policy. The nature of the home study will be informed by children's ability, current attainment matched to the age-related expectations relevant to their phase of education. Teachers and other adults will support pupils to become intrinsically motivated so that they take responsibility for and extend their learning. Where appropriate, teachers will post all tasks and resources on Google Classrooms or an alternative platform so that it is accessible at home to pupils and their parents. Home study will be monitored by teachers.

The Science of Home Study and Revision Practices

Teachers will have an accurate knowledge of the most effective evidence informed study methods. This information will be used to inform the home study they set and how they educate pupils and parents/carers about the most effective techniques and strategies:

Traditional and less effective home study and revision practices	Effective home study and revision practices relative to pupils age & stage [Refer to appendix A]
<ul style="list-style-type: none">● Completing past papers● Re-reading notes● Highlighting● Cramming● Last minute poorly executed after-school interventions● Little or no modelling about how to complete home study and revise	<ul style="list-style-type: none">● Retrieval [ie: Flash cards - refer to appendix B and quizzing]● Spacing [Refer to appendix C]● Interleaving [Refer to appendix C]● Dual coding● Concrete examples● Desirable difficulties● Life-long study skills● A regular habit as all strategies are explicitly modelling to students across the academy

Types of Home Study

Viki Reid Summer 2024

Types of home study will vary from subject to subject, however, it will generally take the form of:

- A Family Learning Project [FLP] linked to the previous half term's whole school theme, [ie: An Eye of London] providing a choice of tasks with varying levels of challenge;
- A task that continues and consolidates learning from the previous lesson, ie: structured short-answer questions to consolidate learning in lessons;
- A presentation to peers, developing the learning competency of communication;
- A task that prepares pupils for the learning in the next lesson such as pre reading or research;
- A recall or retrieval task;
- Revision or memorising in preparation for the next lesson, or an assessment;
- Reflection following an assessment to make improvements;
- Learning key vocabulary;
- Research in preparation for a future learning activity.

Home Study Content

- Teachers will allocate reading materials in line with the English policy tailored to the developmental needs of each pupil;
- Teachers will assign an activity from the reading journal to complete each week;
- Teachers will provide pupils with QR coded links for pupils to access Read, Write, Inc. videos to consolidate their knowledge of sounds;
- Spellings will be matched to the RWInc. spelling scheme and common exception word lists;
- Pupils will learn their number bonds and times tables and have access to Numbots [KS1] and Times Tables Rock Stars [KS2];
- The pupil is supported to complete learning and self-study with a given series of markers and deadlines that allows them to develop their independence. Pupils will be encouraged to use a range of skills [oracy, written, reading, creative, physical] and to complete a range of outcomes;
- Teachers will also support the acquisition of skills such as reading, spelling and maths by signposting pupils to appropriate websites, programmes and applications [Appendix D].

EYFS

Nursery

Phonics	Reading/Writing	Maths	Family learning project
-Scan RWI QR code to watch specific sound video [Guide Time: 5 minutes per day]	-Shared reading of a library book & completion of reading journal [Guide Time: 10 minutes per day]	-Daily practice of counting, reading and writing their numbers and number bonds. [Guide Time: 5 minutes per day]	-Linked to the previous half terms's theme. The project will provide opportunities for reading, writing, maths, communication, creativity, critical thinking and curiosity.
-Read specific RWI red words [Guide Time: 5 minutes per day]	-Writing task linked to the week's core text/topic/wider stimulus. [Guide Time: 15 minutes per week]	-Weekly maths problem solving challenge linked with the week's learning. [Guide Time: 15 minutes per week]	-Completed during half term break & into the next half term [Guide Time: 3 hours per half term]
-Complete RWI holiday challenge each half term [Guide Time: 2 hours]			

Reception

Phonics	Reading/Writing	Maths	Family learning project
<p>-Scan RWI QR code to watch specific sound video [Guide Time: 5 minutes per day]</p> <p>-Read specific RWI red words [Guide Time: 5 minutes per day]</p> <p>-Complete RWI holiday challenge each half term [Guide Time: 2 hours]</p>	<p>-Shared reading of a library book & completion of reading journal [Guide Time: 10 minutes per day]</p> <p>-Writing task linked to the week's core text/topic/wider stimulus. [Guide Time: 15 minutes per week]</p>	<p>-Daily practice of counting, reading and writing their numbers and number bonds. [Numbots] [Guide Time: 5 minutes per day]</p> <p>-Weekly maths problem solving challenge linked with the week's learning. [Guide Time: 15 minutes per week]</p>	<p>-Linked to the previous half term's theme. The project will provide opportunities for reading, writing, maths, communication, creativity, critical thinking and curiosity.</p> <p>-Completed during half term break & into the next half term [Guide Time: 3 hours per half term]</p>

Key Stage 1

Phonics	Reading/Writing	Maths	Family learning project
<p>-Scan RWI QR code to watch specific sound video [Guide Time: 5 minutes per day]</p> <p>-Read specific RWI red words [Guide Time: 5 minutes per day]</p> <p>-Complete RWI holiday challenge each half term [Guide Time: 2 hours]</p>	<p>-Daily reading of an appropriate book [RWI/Library] -Completion of weekly reading journal [Guide Time: 15 minutes per day]</p> <p>-Weekly spellings from RWI spelling programme and common exception words. [Guide Time: 5 minutes per day]</p>	<p>-Daily practice of counting, reading and writing their numbers, number bonds [Numbots] & timetables [TTRS] [Guide Time: 10 minutes per day]</p> <p>-Weekly maths problem solving challenge linked with the week's learning. [Guide Time: 20 minutes per week]</p>	<p>-Linked to the previous half term's theme. The project will provide opportunities for reading, writing, maths, communication, creativity, critical thinking and curiosity.</p> <p>-Completed during half term break & into the next half term [Guide Time: 3 hours per half term]</p>

Key Stage 2: Year 3 & 4

Reading/Writing	Maths	Family learning project
<p>-Daily reading of an appropriate book -Completion of weekly reading journal [Guide Time: 20 minutes per day]</p> <p>-Weekly spellings from RWI spelling programme and common exception words. [Guide Time: 10 minutes per day]</p>	<p>Daily times-tables and associated division facts practice [TTRS.] [Guide Time: 15 minutes per day]</p> <p>Weekly arithmetic practice and/ or problem solving tasks. [Guide Time: 60 minutes across the week]</p>	<p>-Linked to the previous half term's theme. The project will provide opportunities for reading, writing, maths, communication, creativity, critical thinking and curiosity.</p> <p>-Completed during half term break & into the next half term [Guide Time: 3 hours per half term]</p>

Key Stage 2: Year 5 & 6

Reading/Writing	Maths	Independent study	Family learning project
-Daily reading of an appropriate book -Completion of weekly reading journal [Guide Time: 30 minutes per day] -Weekly spellings from RWI spelling programme and common exception words. [Guide Time: 10 minutes per day]	-Daily times-tables and associated division facts practice [TTRS.] [Guide Time: 10 minutes per day] -Daily arithmetic practice and/ or problem solving tasks. [Guide Time: 15 minutes per day]	-Retrieval based activities [ie: flash cards/self quizzing] informed by individualised gaps [Guide Time: 1 hour per week]	-Linked to the previous half term's theme. The project will provide opportunities for reading, writing, maths, communication, creativity, critical thinking and curiosity. -Completed during half term break & into the next half term [Guide Time: 3 hours per half term]

Home study for underachieving, Disadvantaged [under-resourced], SEND, EAL, CLA pupils:

In addition to the universal provision outlined in the GLC home study policy, tailored home study will be provided for pupils in order to accelerate their progress and close gaps particularly in relation to their basic number, reading and writing skills.

Feedback for home study

It is essential that teachers show they value the work pupils have completed at home by ensuring the work is marked or celebrated in a timely fashion. Teachers are required to make a half termly judgement for each pupil on year group trackers about whether or not home study expectations have been met - this information will be included in half termly reports to parents/carers.

Monitoring and Evaluation of Home study

Designated members of staff in each GLC academy are responsible for ensuring that home study is set in-line with this policy; is meaningful and is completed by all pupils. Targeted home study will be provided for SEND, disadvantaged, EAL pupils and any pupils with gaps in their learning. These leaders will ensure that home study is set and that it is marked in-line with the GLC Assessment Marking and Feedback Policy.

The setting and quality of home study will also be monitored and evaluated during:

- Home study tracker
- GLC reviews and learning walks;
- Progress Board meetings;
- Core team meetings;
- DDPP, Pupil Progress meetings.

Appendices




Appendix A: *[The Revision Revolution: How to Build a Culture of Effective Study in Your School - Ross McGill [P45-47]]*

Study Method	What is it?	When to share with staff and why?
Retrieval practice	Retrieval is recalling previously studied information from memory. There is a very strong evidence base showing this approach to be effective.	This is a fairly simple and very effective revision strategy, therefore it makes sense to train staff on this first and ensure it's used across the school. There are lots of different retrieval practice activities, so it's worth spending quite a bit of time in staff training exploring these and how you might use them in different subject areas.
Spacing and interleaving	Research shows that it's beneficial to space revision out, so it's completed little and often, rather than 'crammed'. Not only this, but forgetting can actually be a good thing in terms of allowing important knowledge to enter long-term memory. Therefore, it's best to leave a gap after learning key information and before revising it. This will inevitably make revision feel harder, but it will be more effective in the long term. While spacing means leaving gaps between study sessions, interleaving means inserting different topics into those gaps so you don't spend too long studying or revising one topic in isolation. Research shows that studying in this way helps to reveal connections between ideas, as well as aiding long-term retention.	When designing retrieval tasks, it's worth introducing challenge through some spacing of topics [e.g. including recall questions on topics from last week, term, year, etc]. Spacing, interleaving and retrieval work best in tandem. It's also worth asking staff to think about the effects of spacing and interleaving when planning and setting homework. For example, homework set on a previously studied unit rather than the current one is likely to be more effective for long term memory. Also, interleaving different topics in revision lessons and asking students to make links between those topics is likely to be more effective than revising in blocks.
Elaboration	Elaboration as a study method means developing detailed explanations of ideas by answering questions about how, when, why and what, as well as connecting the ideas to personal experiences, memories and daily life.	The reason this is a great study method to encourage staff to use is that, once students are trained in asking 'how', 'when', 'why' and 'what' questions, they can construct their own revision questions and work independently or in pairs to answer them. This takes time to achieve, but ensures students think deeply about their learning, questioning rather than simply rereading or memorising. Ultimately, we need students to become self-regulated learners able to structure their own effective revision sessions without teacher instruction.

		When introducing challenge and scaffolding retrieval, it's worth considering using elaborative interrogation as part of this process.
Dual coding	Very simply, dual coding is combining visuals and words. Our brain receives information through two channels, visual and auditory, therefore the brain remembers information better when there are two prompts: visual and verbal. This is also the reason why we shouldn't talk while asking students to read something, as it's very difficult - almost impossible - for them to listen and read simultaneously. The visual doesn't have to be a picture, neither do you need to be an artist. There are many different types of visuals, and some will suit certain information better than others, but combining words and visuals helps students understand and retain information.	Dual coding at its most simple is a very easy strategy to implement. It involves teachers using visuals to explain concepts and students doing the same in their revision. For example, it may be easier for a student to remember the quote 'Small circles glittering idly in the moon' from Wordsworth's <i>The Prelude</i> if they pair it with an image of spots of moonlight trailing the poet's boat in the water.
Metacognition	Metacognition involves students thinking explicitly about their learning, usually through evaluating their work, setting goals and monitoring their own academic progress. It involves a level of independence and autonomy that has to be achieved gradually.	Enabling students to become self-regulated learners is a key part of revision and there are many ways this can be modelled and practised in the classroom.
Concrete examples	Many of the ideas that students need to master in order to be successful in different subject areas are fairly abstract and therefore more difficult to understand than concrete ideas. This also makes them hard to explain, but creating real-world, concrete examples that students can relate to is one effective way to achieve this.	I've left this until last because, although it's important for teachers to have an arsenal of examples to make the abstract concrete for students, this is part of a much wider training focus on explanation that could include looking at anecdotes/stories, analogies, metaphor, explanation design and so on [Tharby 2018]. It would undoubtedly be beneficial for students to become proficient in developing these kinds of examples themselves; however, it's arguably a separate area of training.

Appendix B: Retrieval Practice - Flash Cards: A popular tool to support revision of factual knowledge - a physical resource to hold in your hands or digital version to use online. A good flashcard has a prompt on one-side that requires you to think of a specific answer or it could be a heading that requires you to elaborate with multiple details or to give an explanation:

[Learning Walkthrus - Better Learning, Step by Step [Students & Parents] Tom Sherrington [P90-91]]

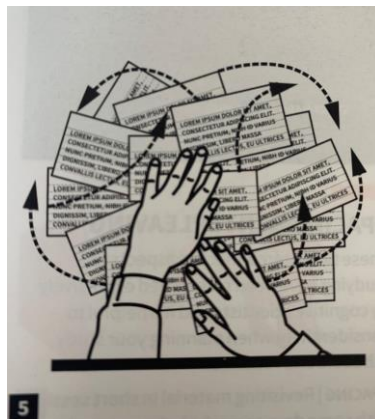
Stage	Prompt	Steps
<p>1] Gather a set of flash cards and check your understanding</p>		<p>You might be given some pre-made flash cards or you might be asked to make your own. Make sure that the cards relate to the topic you want to study and, if you make your own, check the prompts are appropriate for quizzing and that the answers are correct. Your teacher might need to guide you on this part of the process. Check through each card so the prompt and response make sense. If you don't understand why the answers are the answers, there's not much point in trying to memorise them. Use the cards to check your understanding.</p>
<p>2] Run through the set</p>		<p>The routine for using flash cards is: PROMPT [Look only at the prompt side of the card. Prompts might be:</p> <ul style="list-style-type: none"> - Define exothermic reaction; give an example. - Label Earth's crust [blank diagram]. - Macbeth quote suggesting guilt. - Area of a trapezium. <p>RESPOND [After each response, flip the card to see the correct version. Evaluate how well you did.</p>
<p>3] Explore your wrong or incomplete responses</p>		<p>As you go through the cards, separate them into two piles: those you got right and those you got wrong or where you missed things out. Review the error pile. Study them again and work out where you went wrong. If you just forgot something you understand then rehearse it again and make a connection to other similar facts. If you don't understand the answer, go back to your notes, look at other examples or ask your teacher for help.</p>

4] Rerun the wrong answers



Once you've reviewed the answers, run through the error pile again. Follow the same pattern one card at a time:
PROMPT / RESPOND / CHECK
Again, add your correct answers to the original correct pile and make a new error pile. Hopefully your error pile will be much smaller this time around.
Repeat the process. Keep focused on the error pile until you get a correct response to every card.

5] Shuffle and retest at intervals





Some time [hours or days] after your previous run-through, return to the same flash cards. Shuffle them up and go through the whole pile again. If you've properly learned the material, the error pile will be smaller each time.
With some repetition spread out over days and weeks, you'll find that the knowledge on the cards becomes much easier to remember; our fluency with the facts will increase.
Link this to the FACE It process so you can apply the knowledge to harder questions.

Appendix C: Spacing and interleaving.

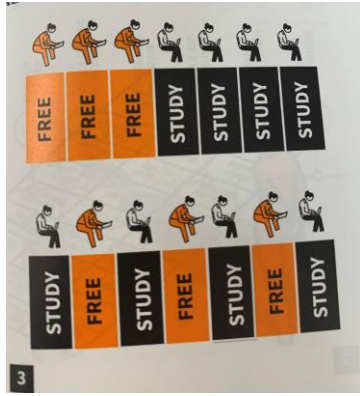
Spacing: Revisiting materials in short sessions with some days or weeks between is more effective than doing one long study session. You give yourself the opportunity to form stronger connections, making it easier to remember what you have learned.

Interleaving: Studying a mix of knowledge subtopics within a topic during any session is more effective than only focusing on one sub-topic at a time.

[Learning Walkthrus - Better Learning, Step by Step [Students & Parents] Tom Sherrington P92-93]]

Stage	Prompt	Steps
1] Study the material, check your understanding	 <p>The illustration shows a student in an orange shirt sitting at a desk with an open book. Above the student is a semi-circle of seven orange circles, each containing a letter: L, L, L, L, J, J, J. Below this semi-circle, the text 'CHECK YOUR UNDERSTANDING' is written in a curved path. A small number '1' is in the bottom left corner.</p>	<p>Spacing and interleaving help you to strengthen your ability to remember things you've learned and to make connections between them. However, it's important to make sure you understand the ideas as deeply as possible in the first place. Check your understanding with Self-Quizzing or Practise Explaining to identify areas that really don't make sense to you. Use your study resources to clarify or ask your teacher to explain those ideas again.</p>
2] Space practice during learning	 <p>The illustration shows two instances of the student from the previous prompt. The top instance is labeled 'NEWLY LEARNED' in orange text. A dashed arrow points from this instance down to a second instance of the student, which is labeled 'TWO WEEKS LATER' in white text on a black background. A small number '2' is in the bottom left corner.</p>	<p>During the phase when you're encountering new concepts or words, it helps to revisit them within a few days or weeks after you first met them. It's amazing how quickly you can start to forget things but short follow-up study sessions can consolidate knowledge so it stays with you a lot longer. For example: If you've just learned 10 new definitions in geography or new words in German, review your knowledge two weeks later. Test yourself with Self-Quizzing or Using Flash Cards and explore any weak areas. Spacing your practice this way adds some difficulty to your routines but really pays off.</p>

3] Space practice during revision



When you're coming up to a test some weeks or months after you first learned the topics, you need to plan a schedule of revision to go over everything.

Researchers have shown that revising a topic for, say, 30 minutes every day for 5 days is more effective than studying in a block of 2 ½ hours. The gaps between the sessions allow you to process and consolidate what you've learned far better than trying to do it all in one go.

4] Interleaving / Mix up the topic range



If you're studying a subject with multiple subtopics - such as in maths or biology - it might seem sensible to focus on each topic for a whole session. However, once you're reasonably confident with each topic, the additional difficulty of mixing up the topics can improve your future recall. This is called interleaving. For Example: As you prepare for a maths test, instead of focusing on questions all of one type, then another type, then another, you stretch yourself by mixing up the questions. This helps you later on even if it seems harder at the time.

5] Build these ideas into your revision strategy



Take account of these ideas to plan an effective study schedule. You might:

- Use a daily 2 hour study session to study 3-4 subjects for half an hour each, instead of focusing on just one.
- Plan a review session a couple of weeks after first learning new material, to consolidate and check gaps.
- Mix up study questions from different topics within a subject as you get closer to a test.

Appendix D

Reading					
	Subscription/ Website/Application	Nursery/Reception	Year 1/2	Year 3/4	Year 5/6
RWI portal	Subscription	✓	✓	✓	✓
Oak Academy	Oak National Academy	✓	✓	✓	✓
Pixl resources: 3:3, comprehension, etc	PiXL		✓	✓	✓
Doodle Learning			✓	✓	✓
Reading Eggs	Subscription		✓	✓	✓
British Council	Listen and watch ! LearnEnglish Kids	✓	✓	✓	✓

Writing [Spelling & Grammar]					
	Subscription/ Website/Application	Nursery/Reception	Year 1/2	Year 3/4	Year 5/6
Oak Academy	Oak National Academy	✓	✓	✓	✓
Spelling Shed	Spelling Shed - The Science of Spelling	✓	✓	✓	✓
Pixl resources: Grammar definitions/Quiz, etc	PiXL		✓	✓	✓
Doodle Learning	Subscription		✓	✓	✓
SPAG.com	Subscription			✓	✓
Grammarsaurus	Subscription		✓	✓	✓
TopMarks		✓	✓	✓	✓

Maths					
	Subscription/ Website/Application	Nursery/Reception	Year 1/2	Year 3/4	Year 5/6
Oak Academy	Oak National Academy	✓	✓	✓	✓
Topmarks	Maths - Topmarks Search	✓	✓	✓	✓

Pixl resources: Arithmetic/Problem solving, etc	PIXL				
MathsBot			✓	✓	✓
Corbett Maths 5-A-Day	https://corbettmathsprimary.com/content/			✓	✓
BBC Bitesize	Primary resources, homework help and online games - BBC Bitesize	✓	✓	✓	✓
Learning Trajectory	https://www.learningtrajectories.org/learning_trajectories	✓			
Khan Academy	https://www.khanacademy.org/math	✓	✓	✓	✓
IXL Maths	https://uk.ixl.com/maths	✓	✓	✓	✓
Maths Curriculum Standards	Math Curriculum Standards 10. https://thirdspacelearning.com/maths-resources/		✓	✓	✓

Curriculum					
	Subscription/Website/Application	Nursery/Reception	Year 1/2	Year 3/4	Year 5/6
Oddizzi	Subscription Oddizzi	✓	✓	✓	✓
Oak Academy	Oak National Academy	✓	✓	✓	✓