GLC All Different: All Equal Together, Improving Upon Our Best

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

Teaching and learning vision:
We teach for the understanding, retention and application of knowledge and the development of transferable learning competencies [communication, critical thinking, creativity and curiosity]. Teaching and learning strategies drive thought and check pupils' understanding - every minute matters.

The GLC believes that providing **relevant, engaging, well-managed, and frequent home study opportunities** is fundamental to supporting our educational vision. This commitment ensures that learning extends beyond the classroom, allowing pupils to consolidate knowledge, practice new skills, and explore subjects in greater depth. We believe this consistent reinforcement and independent engagement positively impacts **pupil progress and overall development**, fostering self-discipline and a love for learning that will serve them throughout their academic journey.

Home study offers pupils valuable opportunities to:

- Extend, strengthen, consolidate, and enrich learning beyond the classroom, including addressing any gaps in their understanding.
- Engage in deeper creative, reflective, and thoughtful responses to ideas covered in class.
- Develop effective time management, independence, and self-discipline.
- Cultivate strong study skills and learn to meet deadlines.
- Foster a dialogue between pupils and their parents/carers about their learning journey.
- Demonstrate the GLC primary learning competencies: Creativity, Critical Thinking, Communication, and Curiosity.
- Prepare for future learning in the classroom.

GLC Practice
All teachers at the GLC will set home study in line with this policy. The nature of these tasks will always be tailored to each child's ability and current attainment, ensuring it aligns with the age-related expectations for their phase of education.

Teachers and other adults will actively support pupils to become intrinsically motivated, empowering them to take responsibility for, and extend, their own learning. Where appropriate, all tasks and resources will be posted on Google Classroom or an alternative platform to ensure easy access for both pupils and their parents at home. Home study engagement will be routinely monitored by teachers.

The Science of Home Study and Revision Practices

Teachers will strategically apply an accurate knowledge of evidence-informed study methods. This understanding will directly guide the design of home study tasks and empower them to educate pupils and parents/carers on the most effective learning 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]**
● Completing past papers ● Re-reading notes ● Highlighting ● Cramming ● Last minute poorly executed after-school interventions	● Retrieval [ie: Flash cards - refer to appendix B and quizzing] ● Spacing [Refer to appendix C] ● Interleaving [Refer to appendix C] ● Dual coding ● Concrete examples

• Little or no modelling about how to complete home study and revise	• Desirable difficulties • Life-long study skills • A regular habit as all strategies are explicitly modelling to students across the academy

Types of Home Study

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

- A 'Ready to Learn' 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, which may be through the use of the online programme: Mirodo/SATs Companion
- 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 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	Ready to Learn Project
-Scan RWI QR code to watch specific sound video [Guide Time: 5 minutes per day] -Complete RWI holiday challenge each half term [Guide Time: 1 hour per week]	-Shared reading of a library book & completion of reading journal [Guide Time: 10 minutes per day] [Guide Time: 15 minutes per week]	-Daily practice of counting, reading and writing their numbers. [Guide Time: 5 minutes per day] -Weekly maths problem solving challenge linked with the week's learning. [Guide Time: 15 minutes per week]	-Linked to the previous half terms'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]

Reception

Phonics	Reading/Writing	Maths	Ready to Learn Project
-Scan RWI QR code to watch specific sound video [Guide Time: 5 minutes per day] -Read specific RWI red words and books. [Guide Time: 10 minutes per day] -Complete RWI holiday challenge each half term [Guide Time: 1 hour per day]	-Shared reading of a library book & completion of reading journal [Guide Time: 10 minutes per day] -Writing task linked to the week's core text/topic/wider stimulus. [Guide Time: 15 minutes per week]	-Daily practice of counting, reading and writing their numbers and number bonds. [Numbots] [Guide Time: 5 minutes per day] -Weekly maths problem solving challenge linked with the week's learning. [Guide Time: 15 minutes per week]	-Linked to the previous half terms'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]

Key Stage 1

Phonics	Reading/Writing	Maths	Ready to Learn Project
-Scan RWI QR code to watch specific sound video [Guide Time: 5 minutes per day] -Read specific RWI red words and books. [Guide Time: 15 minutes per day] -Complete RWI holiday challenge each half term [Guide Time: 2 hours]	-Daily reading of an appropriate book [RWI/Library] -Completion of weekly reading journal [Guide Time: 15 minutes per day] -Weekly spellings, common exception 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]	-Daily practice of counting, reading and writing their numbers, number bonds [Numbots] & timetables [TTRS] [Guide Time: 10 minutes per day] -Weekly maths problem solving challenge linked with the week's learning. [Guide Time: 20 minutes per week]	-Linked to the previous half terms'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]

Key Stage 2: Year 3 & 4

Reading/Writing	Maths	Ready to Learn Project
-Daily reading of an appropriate book. -Completion of weekly reading journal. [Guide Time: 20 minutes per day] -Weekly spelling common exception words. [Guide Time: 10 minutes per day] -Writing task linked to the week's core text/topic/wider stimulus.	Daily times-tables and associated division facts practice [TTRS.] [Guide Time: 15 minutes per day] Weekly arithmetic practice and/ or problem solving tasks [2-3 tasks set through Mirodo]. [Guide Time: 60 minutes across the week]	-Linked to the previous half terms'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]

[Guide Time: 15 minutes per week] - Weekly Reading comprehension task set through Mirodo. [Guide Time: 15 minutes per week] - Weekly Grammar task set through Mirodo. [Guide Time: 15 minutes per week]		

Key Stage 2: Year 5 & 6

Reading/Writing	Maths	Independent study	Ready to Learn Project
-Daily reading of an appropriate book -Completion of weekly reading journal [Guide Time: 30 minutes per day] -Weekly spellings common exception words. -Writing task linked to the week's core text/topic/wider stimulus. - Weekly Reading comprehension task set through Mirodo. [Guide Time: 15 minutes per week] - Weekly Grammar task set through Mirodo. [Guide Time: 15 minutes per week]	-Daily times-tables and associated division facts practice [TTRS.] [Guide Time: 10 minutes per day] -Weekly arithmetic practice and/ or problem solving tasks [2-3 tasks set through Mirodo]. [Guide Time: 15 minutes per day]	-Retrieval based activities [ie: flash cards/self quizzing] informed by individualised gaps [Guide Time: 1 hour per week] -Independent use of 'Practice Area' on SATs Companion. [Guide Time: 1 hour per week]	-Linked to the previous half terms'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 Specific Pupil Groups

In addition to the universal provision outlined in the GLC home study policy, tailored home study will be provided for underachieving, disadvantaged, SEND, EAL, and CLA pupils. This targeted support aims to accelerate their progress and specifically close gaps, particularly in basic number, reading, and writing skills.

Feedback for Home Study

It's essential that teachers demonstrate the value of pupils' home study by ensuring work is marked or celebrated in a timely fashion. Teachers are required to make a half-termly judgment for each pupil on year group trackers regarding whether home study expectations have been met. This information will then be included in half-termly reports to parents/carers.

Monitoring and Evaluation of Home Study

Designated 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. These leaders will ensure that targeted home study, specifically for SEND, disadvantaged, and EAL pupils, and any pupils with identified learning gaps, is set and marked in line with the GLC Assessment, Marking, and Feedback Policy.

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

- Home study trackers
- GLC reviews and learning walks
- Quality of Education reviews
- Board meetings
- Core team meetings
- DDPP [Data Driving Planning and Progress] and Pupil Progress meetings

Appendices

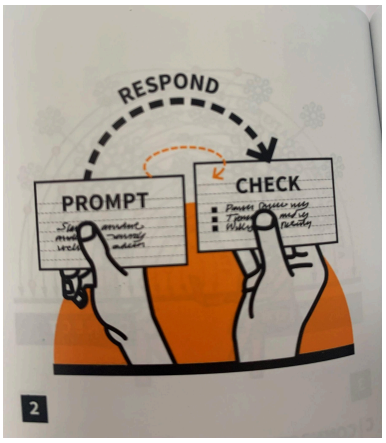
Appendix A: *[The Revision Revolution: How to Build a Culture of Effective Study in Your School - Ross McGill [P45-47]]*

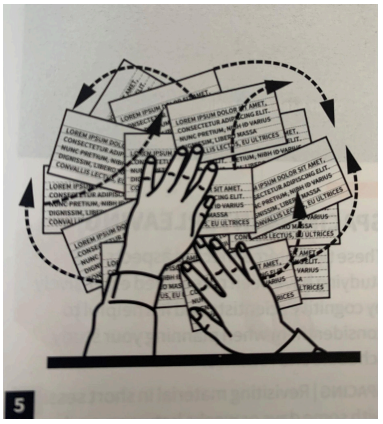
Study Method	What is it?	When to share with staff and why?
Retrieval practice	Retrieval is recalling previously studied information from memory. There is a very strong evidence base showing this approach to be effective.	This is a fairly simple and very effective revision strategy, therefore it makes 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 *The Prelude* 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
1] Gather a set of flash cards and check your understanding		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.
2] Run through the set		The routine for using flash cards is: PROMPT [Look only at the prompt side of the card. Prompts might be: - Define exothermic reaction; give an example. - Label Earth's crust [blank diagram]. - Macbeth quote suggesting guilt. - Area of a trapezium. RESPOND [After each response, flip the card to see the correct version. Evaluate how well you did.
3] Explore your wrong or incomplete responses		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.

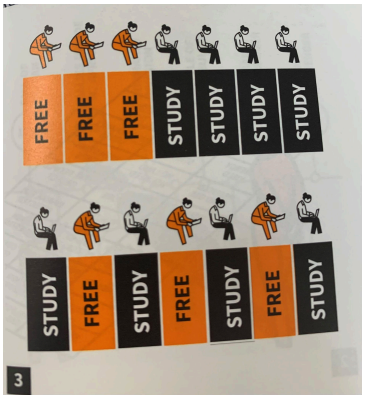
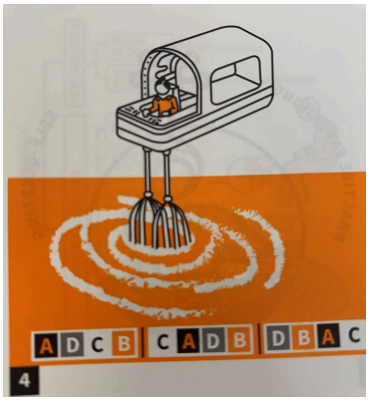
4] Rerun the wrong answers		Once you've reviewed the answers, run through the error pile again. Follow the same pattern one card at a time: PROMPT / RESPOND / CHECK Again, add your correct answers to the original correct pile and make a new error pile. Hopefully your error pile will be much smaller this 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		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.
2] Space practice during learning		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.

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 [Optional]	Oak National Academy	✔	✔	✔	✔
Pixl resources: 3:3, comprehension [Optional]	PiXL		✔	✔	✔
Reading Eggs [SEND]	Subscription		✔	✔	✔
British Council [Optional]	Listen and watch | LearnEnglish Kids	✔	✔	✔	✔
Mirodo	https://app.mirodoeducation.com/school/login			✔	
SATs Companion	https://app.satscompanion.com/school/login				✔

Writing [Spelling & Grammar]					
	Subscription/ Website/Application	**Nursery/Reception**	**Year 1/2**	**Year 3/4**	**Year 5/6**
Oak Academy [Optional]	Oak National Academy	✔	✔	✔	✔
Spelling Shed	Spelling Shed - The Science of Spelling		✔	✔	✔
Pixl resources [Optional]	PiXL		✔	✔	✔
TopMarks [Optional]		✔	✔	✔	✔
Mirodo	Grammar and spelling https://app.mirodoeducation.com/school/login			✔	
SATs Companion	Grammar and spelling https://app.satscompanion.com/school/login				✔

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/		✔	✔	✔
Mirodo	https://app.mirodoeducation.com/school/login			✔	
SATs Companion	https://app.satscompanion.com/school/login				✔

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

Mirodo	Science https://app.mirodoeducation.com/school/login			✔	
SATs companion	Science https://app.satscompanion.com/school/login				✔