

GLC Home Study Policy [Primary]

This Policy was ratified by the Board of Directors on :	Summer 2022
This Policy will be reviewed by the GLC Board on :	2024

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

The GLC believes that relevant, engaging, well-managed and frequent opportunities for home study supports learners. It provides opportunities to:

- Extend, strengthen and consolidate learning beyond the classroom and develop independence and self-discipline;
- Be more deeply creative, reflective and thoughtful in responses to ideas covered earlier in class;
- Develop a dialogue between pupils and their parents/carers about their learning;
- For pupils to manage their time and meet deadlines;
- Prepare for learning to come.

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. Homework will be monitored by teachers.

Types of Home Study

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 upcoming whole school curriculum theme will be set ½ termly
- A task that continues learning from the previous lesson;
- 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;
- 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;
- 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 but 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 spelling and maths by signposting pupils to appropriate websites and apps.

EYFS

Nursery

Reading	Maths	Topic [with a 'guide on the side']
Shared reading of a library book and practice of reading sounds from a given sheet [including Read Write Inc, Red Words]. EYFS Reading journals to be completed by parents and children. Targeted RWI video links shared. [Guide Time: 15 minutes per day]	Daily practice of counting, reading and writing their numbers and number bonds. Numbots. [Guide Time: 10 minutes per day] Weekly maths task. [Guide Time: 10 minutes per day]	A Family Learning Project [FLP] linked to the upcoming whole school curriculum theme will be set ½ termly. The project will provide opportunities for reading, writing, maths, communication, creativity, critical thinking and curiosity. [Guide Time: 3 hours in total]

Reception

Reading	Spelling	Maths	Topic [with a 'guide on the side']
<p>Shared reading of a library book and practice of reading sounds from a given sheet [including Read Write Inc, Red Words].</p> <p>EYFS Reading journals to be completed by parents and children.</p> <p>Targeted RWI video links shared.</p> <p>[Guide Time: 15 minutes per day]</p>	<p>Pupils will practise writing sounds from a given sheet [including Read Write Inc, Red Words]</p> <p>[Guide Time: 10 minutes per day]</p>	<p>Daily practice of counting, reading and writing their numbers and number bonds. Numbots. [Guide Time: 10 minutes per day]</p> <p>Weekly maths task.</p> <p>[Guide Time: 15 minutes]</p>	<p>A Family Learning Project [FLP] linked to the upcoming whole school curriculum theme will be set ½ termly. The project will provide opportunities for reading, writing, maths, communication, creativity, critical thinking and curiosity.</p> <p>[Guide Time: 3 hours in total]</p>

Key Stage 1

Reading	Spelling	Maths	Topic
<p>Daily reading of an appropriate book [Developing, Securing and Mastering], Read Write Inc reading book/ e books.</p> <p>Targeted RWI video links shared.</p> <p>KS1 Reading journal activities to be completed weekly.</p> <p>[Guide Time: 15 minutes per day]</p>	<p>Weekly spelling list including common exception words.</p> <p>[Guide Time: 10 minutes per day]</p>	<p>Weekly number bond learning or times tables. Numbots or TTRS. [Guide Time: 10 minutes per day]</p> <p>Weekly maths task.</p> <p>[Guide Time: 30 minutes]</p>	<p>A Family Learning Project [FLP] linked to the upcoming whole school curriculum theme will be set ½ termly. The project will provide opportunities for reading, writing, maths, communication, creativity, critical thinking and curiosity.</p> <p>[Guide Time: 4 hours]</p>

Key Stage 2

Reading	Spelling	Maths	Topic [with a 'guide on the side']
<p>Daily reading of an appropriate book [Developing, Securing and Mastering], Read Write Inc reading book/ e books.</p> <p>Targeted RWI/Fresh Start video links shared.</p> <p>KS2 Reading journal activities to be completed weekly.</p> <p>[Guide Time: 30 minutes per day]</p>	<p>Weekly spelling list including common exception words and spelling rules and patterns.</p> <p>Grammar tasks using an appropriate on-line platform.</p> <p>[Guide Time: 20 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 set on an on-line platform.</p> <p>[Guide Time: 60 minutes across the week]</p>	<p>A Family Learning Project [FLP] linked to the upcoming whole school curriculum theme will be set ½ termly. The project will provide opportunities for reading, writing, maths, communication, creativity, critical thinking and curiosity.</p> <p>[Guide Time: 6 hours]</p>

NB many pupils will be ready to progress beyond these minimum expectations. Teachers will recognise this and set additional homework as necessary.

Homework for underachieving, Disadvantaged, 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.

Underperforming disadvantaged/SEND pupils will have a passport and/ or a keyworker. There will be a home study club to support and target specific pupils.

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. Please refer to the **GLC Marking Assessment and Feedback Policy** for full details and expectation

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. Please refer to the GLC Behaviour Policy for suitable sanctions for the non-completion of home study.

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.