



Great Linford
Primary School

Home Learning Policy

January 2017

At Great Linford Primary School we recognize and value the contribution that learning creatively in the home environment can make to children's education. This policy sets out the purpose of and benefits of home learning, and the guidelines we follow when setting home learning activities for our children

In response to parent feedback, we worked in partnership with an Outstanding school in London to evaluate and rejuvenate our home learning. We introduced the system in Spring 2016 and re-evaluated it, using parent feedback once more, in Summer 2016. The response was extremely positive.

We believe that home learning should:

- Involve parents and carers in their child's education
- Have a clear learning focus
- Give plenty of opportunities for children to succeed, in a creative way, to build self-esteem and confidence
- Be planned by teachers, linked to in school learning, and form part of our inclusive curriculum.
- Consolidate and reinforce a wide variety of skills and understanding in a supportive environment
- Extend in school learning
- Be varied-not just written tasks
- Provide children with the opportunity to learn in different settings
- Reflect a range of learning styles
- Develop progressively according to the age of the children
- Encourage children to talk about what they are learning
- Encourage children to develop the self-confidence and discipline needed to study independently
- Prepare children for the transition to secondary school
- Be manageable for teachers

In order to fulfil these aims, we run half termly home learning challenges, provide KIRFs (Key Instant Recall Facts) and weekly spellings.

Home Learning Challenge

These tasks are designed encourage independent research and creativity. Through self-directed learning, the children are able to take ownership in their learning and develop pride in their work (Year 4 and Year 4, Appendix 1.1).. Home Learning

Challenges are given out at the beginning of each half term (At the end of each half term, the children are given the chance to share their home learning with their peers, providing excellent opportunities for verbal feedback. In addition to this feedback, one child from each class is selected as the “Home Learning Champion”. This is decided on a combination of factors, such as engagement with the learning tasks and effort.

Spelling

In addition to our creative Home Learning Challenges, we also provide the children with the opportunity to improve their spellings in fun and creative ways.

Children are provided with differentiated spellings and given a range of recommendations on how to learn these. These activities include: Rainbow write, backwards write, story write, pyramid write and bubble write. (Example Yr 3 and Yr 6, Appendix 1.2)

Spellings are given out weekly on a Monday and tested the following week.

KIRFs (Key Instant Recall Facts)

KIRFs are given out each half term for children in KS1 and KS2. These range from Knowing the months of the year to being able to recall Roman Numerals up to 1000. (Full proficiency ladder, Appendix 1.3) The KIRFs are differentiated to ensure that children are being appropriately challenged.

KIRFs are given out in the first week of half term and tested, via Prove-Its, at the end of the half term.

As with all of our home learning, there is an onus on self-directed learning and independence.

Appendix I.I - Year 4 Learning Challenge

Person: David Attenborough

Poem: The Tiger Who Wore White Gloves by Gwendolyn Brooks

Song: George Bruns - Jungle Beat (from Jungle Book)

Artwork: Asha Tiger by Laura Slade (a local artist)

	Poem	Art Work	Person	Music
Beginning	Learn it off by heart	Find out 10 facts about the painting/artist	Draw a portrait of the person	Listen to the piece of music and say what you like about it.
	Find another poem by the poet	Produce a collage of other paintings by the artist	Produce a timeline of their life	Identify the instruments.
Secure	Create a performance as part of a pair/group	Draw a picture in similar style	Produce a poster to advertise their achievements	Research the life of the musician(s).
	Write a short biography about the poet	Transform the medium of the painting: use collage instead of painting	Write a letter asking them about their life	Attempt to recreate the piece of music
Greater Depth	Write your own poem inspired by the topic	Use the image as a stimulus for a piece of descriptive writing.	Explain how the world would be without this person	A mind map of different emotions you feel at various points in the piece
	Compare and contrast two poems by the poet	Describe the painting: what it represents, how it makes you feel, what it is based on.	Create a powerpoint presentation to present in class about the person.	Produce a piece of art/collage based on how the music makes you feel.

Year 5 Learning Challenge

Poem: Deforestation by Sian Mein

Art Work: Incredible Serpentine Tree Roots by Andy Goldsworthy

Person: Chester Zoo – go orange for orangutans

Music: Earth Song – Michael Jackson

	Poem	Art Work	Person	Music
Beginning	Learn it off by heart	Find out 10 facts about the painting/artist	Draw a portrait of the person	Listen to the piece of music and say what you like about it.
	Find another poem by the poet	Produce a collage of other paintings by the artist	Produce a timeline of their life	Identify the instruments.
Secure	Create a performance as part of a pair/group	Draw a picture in similar style	Produce a poster to advertise their achievements	Research the life of the musician(s).
	Write a short biography about the poet	Transform the medium of the painting: use collage instead of painting	Write a letter asking them about their life	Attempt to recreate the piece of music
Greater Depth	Write your own poem inspired by the topic	Use the image as a stimulus for a piece of descriptive writing.	Explain how the world would be without this person	A mind map of different emotions you feel at various points in the piece
	Compare and contrast two poems by the poet	Describe the painting: what it represents, how it makes you feel, what it is based on.	Give five reasons for and against why they should be in 'The Hall of Fame.'	Produce a piece of art/collage based on how the music makes you feel.

Appendix 1.2 - KS2 Year 6 Spellings - Spring 1 Week 5

<i>Common confusions</i>	
<i>Some related nouns and verbs are confusing because they look similar. If the words ends in an 's' sound then use 'ce' for nouns and 'se' for verbs.</i>	
<u>Nouns</u>	<u>Verbs</u>
advice	advise
beliefs	believes
breath	breathes
practice	practise
baths	bathes

How to learn your spellings

Monday

Rainbow write: Write each letter of the word in a different colour

Eg: because

Tuesday

Bubble write: Write your spellings out as bubble writing

Eg: because

Wednesday

Story write: Use your spellings to create a story

Thursday

Backwards write: Write your spellings forward and then backwards.

Eg: Because esuaceb

Friday

Pyramid write: Write your spellings in the shape of a pyramid.

Appendix 1:3 – Fluency Progression Ladder

Below shows the expectations, according to the National Curriculum, for each year group. Due to the higher expectations of the new National Curriculum, you may find many of your children initially needing a lower year group's KIRFs.

KIRFs are labelled numerically. Children must progress in this order through the KIRFs and must have mastered the facts before moving on (must be able to recall instantly when asked as well as apply the knowledge). Children to be given new KIRFs each half term.

Year Group Expectation		Objective
EYFS		Count objects reliably up to and beyond 10. Recognise numerals to 10. Say one more or one less than a number. Begin to use mathematical names for common 2D and 3D shapes. Use mathematical positional language to describe the position of an object (behind, next to) Order single digit numbers. Compare amounts using comparison language (more, less).
Year group	KIRFs	Objectives
Year 1	1	To know days of week and months of year.
	2	To know bonds for each number up to 6.
	3	To know bonds to 10.
	4	To know doubles and halves to 10.
	5	To tell the time to the nearest half hour.
	6	To know bonds for each number up to 10.
Year 2	7	To know bonds to 20.
	8	To know 2 x table and division facts.
	9	To know doubles and halves to 20.
	10	To know 10 x table and division facts.
	11	To tell the time to the nearest 5 minutes.
	12	To know 5 x table and division facts.
Year 3	13	To know bonds to every number to 20.
	14	To know 3 x table and division facts.
	15	To recall facts about time.
	16	To know 4 x table and division facts.
	17	To tell the time to the nearest minute.
	18	To know 8 x table and division facts.
Year 4	19	To know bonds to 100.
	20	To know 6 x table and division facts.
	21	To know 9 x table and division facts.
	22	To know 11 x table and division facts.
	23	To know 7 x table and division facts.

	24	To multiply and divide any single digit number by 10 and 100.
Year 5	25 26 27 28 29 30	To know decimal equivalents of fractions. To know decimal bonds to 1 and 10. To know all multiplication and division facts to 10 x 10. To know metric conversions. To know all prime numbers up to 20. To know all multiplication and division facts up to 12 x 12.
Year 6	31 32 33 34 35 36	To find factor pairs for numbers up to 100. To know square numbers to 12^2 and square roots. To identify common factors of pairs of numbers. To convert between fractions, decimals and percentages. To identify prime numbers to 50. To know Roman numerals.