



# A New Approach to Home Learning at EJS

Wednesday 21<sup>st</sup> November 2018

# What are the changes?

The SLT, staff & governors reviewed the Home Learning Policy in light of feedback from teachers, parents and pupils.

As of October 2018, we informed parents about the following changes being made to our Home Learning:

## **Years 3 and 4:**

- We will no longer be setting weekly comprehension or MyMaths tasks.

## **Instead, we have asked parents to work on the following:**

- Daily reading;
- Weekly learning of multiplication and division facts (tested weekly);
- Regular learning of year 3 and 4 spelling words from The National Curriculum's spelling list. (Every parent has been emailed this list). We ask that you learn these words with your child/children at home during the term using the 'Look, Cover and Write' spelling strategy, writing these words into sentences and other useful strategies. These spellings will be tested on a termly basis during assessment week; and
- Project grid tasks will be set over a period of 26 days of which 9 days fall during the half term holiday.

# What are the changes?

## **Years 5 and 6:**

- We will no longer be setting weekly comprehension questions or weekly MyMaths tasks.

## **Instead, parents are asked to work on the following:**

- Daily reading;
- Weekly learning of multiplication and division facts (tested weekly);
- Weekly learning of year 5 and 6 spelling words from The National Curriculum's spelling list. (Each child will receive a copy of this list). We ask that you learn these words with your child/children at home during the term using the 'Look, Cover and Write' spelling strategy, writing these words into sentences and other useful strategies. These spellings will be tested on a termly basis during assessment week; and
- Project grid tasks will be set over a period of 26 days of which 9 days fall during the half term holiday.
- Year 6 children will be given additional work/revision materials in the lead up to their SATs.

# Why are we doing this?

## Research

Latest information from leading UK research bodies, like the Education Endowment Foundation (EEF), have evaluated the impact of home learning and have concluded:

1. Overall, homework in primary schools does not appear to lead to large increases in learning.
2. Effective homework is associated with greater parental involvement and support.
3. The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective.

# Why are we doing this?

## Impact

We have closely monitored the impact that home learning tasks had, especially the weekly comprehension and MyMaths.

It was felt that neither of these were helping children to progress at an accelerated rate and therefore we had to question the purpose of these tasks.

However, tasks like the Grid Homework were supporting children's learning in school and attitudes towards independent learning.

# Why are we doing this?

## Child feedback

The majority of children we spoke to about home learning said the following:

### MyMaths

- Did not feel it was accessible if it has not been covered recently in class
- Too easy
- Some tasks were confusing and didn't seem to match what children were doing in class
- Let down by technology
- Pretty fun to work new things out

### Comprehension

- Children found it boring
- It caused lots of arguments at home and nobody looked forward to it
- Had to get parents to help and answers were still incorrect
- Year 6 children said that it didn't help with test preparation
- Struggled to complete

### Grid Homework

- Very enthusiastic and noticeable change in demeanour when children spoke about it
- Enjoyed the range of activities
- Meet the needs of more children
- Often needed parental support, especially in resourcing
- Enjoyed how it linked to current Learning Journey

# How can you help with Reading?

- How you approach reading at home can affect your child's perception of themselves as a reader.
- Do you read regularly yourself? What do you read? Do you have a 'family book' and do you read to your child?
- Make sure you build your child's confidence as they are reading. How many times do you say well done/excellent? Do they hear your voice for the first time when you are correcting an error?
- Give children time to self-correct and use strategies to decode an unfamiliar word – praise them when they correct themselves.
- Is it always appropriate or relevant for every child to read aloud? When is it time to stop this?
- Discussion is key for the fluent reader and builds the next level of success.

# How can you help with Spelling?

- Children will learn many strategies for spelling:
  - Look Cover Write Check,
  - Mnemonics,
  - Familiar patterns,
  - Does it 'look' right?
- Words without patterns need to be revisited so they are stored in their long term memory and using them in free writing enables automaticity.

# How can you help with Timetables?

- Make it fun
- Overlearn the tables to ensure automaticity
- Download and use the parent guides for our new Times Table Challenge on the website
- Times tables songs (lots online)
- Short sharp learning with repetition
- 'Getting it wrong on purpose'

How can you help?

Remember – whether you think  
you can or can't, you are right!