

Home Learning Policy

Intent

Aside from the opportunities that we schedule across the school year to inform parents about their child's progress and achievements, we also communicate up-to-date learning that children engage with on a regular basis via two main avenues:

Learning Conversations - the consolidation of taught knowledge and skills

SATs Revision: Tasks set for independent engagement, in preparation for KS2 SATs

Learning Conversations:

Home Learning needs to be an extension of the learning conversation between home and school. The concept should provide opportunity for learners to share their learning and understanding, and to communicate their learning in a way that is responsive to the tasks set, but also highly individualised.

In the past, homework has been a collection of papers that are sent home and brought back, with little care for presentation, accuracy or feedback. Since 2019/2020, we have introduced and continue to use Learning Conversation Books, within which teachers can insert/paste project-based or home-share tasks linked to current learning. This has been very successful in encouraging children to become more vocal about their learning journeys; demonstrate their individual understanding and creativity when submitting home learning pieces and be more consistent with returning home learning activities on time. In addition, feedback is taken more seriously as it is recorded in a safe place, before the next piece is set, and does not 'get lost' in the various administrative duties of a classroom.

Children in Years 2 to 6 will engage with Learning Conversations from Week 3 of the academic year; Year 1 children will be introduced to this concept following a workshop with their parents during the first half of the Autumn term.

SATs Revision – Year 6

Preparation for SATs is part of the learning programme at Al-Islamia to further develop children's growth in becoming independent owners and drivers of their learning. This is aimed at Year 6 pupils and carefully timetabled and structured to ensure that home learning is not too heavy a workload.

As a highly considered publisher, and high-quality providers of academic materials, CGP products will be carefully selected and used to schedule the SATs revision tasks.

Families will be given a purchase list for CGP books, curated by teachers, for children to use as revision tools. The discounts given to schools will be passed on to parents to ensure that costs are kept to a minimum. All suggested resources will be for directed use and anticipated effectiveness. Wastage will be avoided. These do NOT replace teaching and learning.

Remote Learning

We promote **IKHLAS:**

Inspiration – **Knowledge** – **Healthy Living**

Leadership – **Aspiration** – **Spirituality**

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If guidance is updated to reflect an epidemic- or pandemic-type event that requires isolation at any level – individual or otherwise – we will be using Google Classroom to set learning tasks for children who are not able to access face-to-face learning.

For any remote teaching or learning events that become necessary, we have selected Office Teams for the safety policies in place due to the school's position as an Office365 subscriber, and the comprehensive apps and options it offers for remote learning and teaching. We hope to use it to its full potential where relevant, and to provide a space for pupils to communicate their learning with their class teacher.

Individual self-isolation or quarantine:

If such an event becomes relevant, and children are required to self-isolate for at least 3 days, unless so directed by the Department of Education, the school will apply the same policy and procedure as it does for children who are unwell: tasks will *not* be set for remote learning while children recover.

Under current government guidelines, if a family member tests positive, children and young adults up to the age of 18 years and 6 months are not required to self-isolate and should continue attending education as normal.

Remote Teaching/Lockdown or Bubble/Class Closure:

If an entire class or school has to deliver and access learning remotely, the Remote Learning Policy will come into effect. A policy has been crafted to ensure that children continue to receive a broad and rich education virtually. Please see the Remote Learning Policy for more details.

Implementation

Learning Conversations

Feedback from previous homework strategies and policies highlighted that the task added to the marking workload and was not as effective as informing planning as we wanted it to be. We also found that parents had little idea or no understanding or awareness of the Science or foundation topics that their children were exploring at school and wanted to address this.

An alternative, bespoke approach to home learning activities has therefore been developed with the following format and parameters:

Teachers select questions/tasks for subjects as below:

Maths: at least 3 questions based on current learning unit, with consideration of familiarity, confidence and topic, and an additional task focused on developing times table fluency.

English, Science and a Foundation subject: At least one question for each area, requiring simple or deeper engagement.

The format can be multiple choice or project-based tasks.

Vocabulary Development: Children in Key Stage 2 will be given a vocabulary-specific task in preparation for reading comprehension tasks of the following week. This can range from providing definitions of given words, and/or using said words within sentences.

Values Task: Every so often, the Pastoral Lead will set a task for children to complete that is aligned to the school's values' curriculum. When this happens, the Foundation task may be replaced.

Handwriting: All Key Stage 1 children, and any KS2 children for whom transcription is a target, also need to complete a piece of handwriting practice, which can be incorporated into the English task if the teacher so wishes.

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The questions/tasks are typed/scribed onto a table and pasted into the homework books (Appendix 1). Learners and parents are then encouraged to engage with and respond to the 'Learning Conversations', choosing any (legible) method to share their responses and thoughts. In the past, this has included collages, drawing, macramé, column addition, research and traditional composition. Teachers check and give feedback on the responses that learners have made.

Tasks can be differentiated for individual learners, but it is encouraged that the general learning experience/objectives are shared to reflect the inclusivity of the teaching in school.

Learning Conversations are sent on a Friday and should be returned by the following Monday.

Spellings:

Spelling practice also makes up part of the home learning for:

1. Children in Year 2 receiving spelling teaching
2. All children in KS2

Unlike the traditional manner of sending weekly spellings home and expecting children to just 'learn' them, the spellings will now align to the school's chosen spelling scheme.

Spelling Format:

- Spelling strategies, rules, patterns and word types will be taught during dedicated spelling sessions to consolidate the words during spelling sessions.
- The taught words for spelling will be handed out in Spelling record books.
- Year 2: Record books are handed out on a Friday and returned on a Monday.
- KS2: Record books are handed out following the Spellings lesson and returned during the Spellings lesson the following week.

Statutory spellings, high frequency words and 'tricky' words will be part of the spelling list, although these are expected to be learned and implemented within the day-to-day activities as well.

Reading

Other school resources that children will be given to use include stage reading books. These will be given to children in Years 2 to 6 on their allocated reading day and will be expected to be returned the following week. Where stage-aligned books are limited in number, an appropriate text will be assigned on Google Classroom so children still receive a quality text to engage with at home.

Children in Year 1 will be given their stage book on a Friday and will be expected to return these on a Monday.

Other Resources

Any other resources that children borrow, including books for reading for pleasure, will be checked out and checked in by the class teacher as deemed appropriate.

SATs Revision - Year 6

The following products will be purchased from CGP to support revision and consolidation:

- SPAG 10-minute tests
- Maths 10-minute tests

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- Comprehension 10-minute tests
- Maths Question Books
- Maths SATs Practice Papers
- English SATs Practice Papers

Select tests or tasks will be assigned for children to complete independently at home. These are likely to be expected to be completed and returned by the next school day to ensure that feedback and review is immediate and effective.

Communicating with Home

To ensure that parents/guardians are aware of the expectations for engaging with the Learning Conversations, the school will:

- Hold a Parents' Workshop in the Autumn term with parents of children following a transition period explaining and exemplifying the process, including the following:
 - Children who have started at Al-Islamia Institute as a new pupil
 - Children who have transitioned to Year 1 from F2
 - Children who have transitioned to Year 3 from Year 2
- Paste a cover sheet with instructions/guidelines onto the first page of the Learning Conversation book (Appendix 2)

Impact

Learning Conversations

Children should approach Learning Conversations as opportunities to share their learning and ideas. The format is designed to encourage meaningful conversations about learning at home. Parents are invited to feel part of, and active in their child's learning journey, while children feel proud of being able to initiate, respond to and explore their learning further. The responses should inform planning and alert teachers to the depth of the independent application of taught skills and knowledge of their pupils.

The book record of the set activities ensures that all pieces to stay safe; enables teachers to set tasks knowing that these will not 'get lost' on the journey to or from school; and provide a fair amount of space for learners to express their learning and ideas.

Consolidation and the interlinking of teaching spelling discretely and then assessing spelling knowledge repeatedly should demonstrate long-term knowledge and understanding of word families, spelling patterns and spelling strategies.

SATs Revision – Year 6

With opportunities provided for children to consolidate their learning independently, children will develop the responsibility and independence to take ownership of their learning and progress.

The tasks are all in the format of SATs assessments, which will also ensure that children will be confident approaching and engaging with the SATs examinations in May.

Remote Learning

While learning may not be completed in the traditional manner, children will be expected to make progress that can be tracked on our school's tracking system.

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Google Classroom allows for tasks to be set for individual pupils and so for EAL and SEND pupils, we will provide a comparable level of teaching and learning, whereby tasks will be designed and set based on children's abilities and level of English so they can continue to engage with learning and make progress in their learning areas. Where possible, interventions such as Phonics or number learning will be maintained as appropriate via the online platform.

Review Date: Ongoing

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Appendix 1

Homework Format:

Week Beginning xxxxxxxx	
Maths	We have been exploring o'clock and half past this week. Can you tell your parents the time at 5 points during the next few days. Can you draw hands to show half past 6 on a clock?
Maths Fluency	Next week we will be looking at counting in multiples of 6. Our assessment task will look something like this: 44, 50, _____, _____, _____
English	We have been using capital letters and full stops in our writing this week. Can you show your parents how to write this sentence correctly: she runs to the shop
Vocabulary Development*	Up to 5 words for children to explore, define and/or use within the context of a sentence
Handwriting**	Can you rewrite the words on the handwriting sheet below, using the skills you have been learning at school
Science	Can you show the parts of our body that we use to: <ul style="list-style-type: none"> - Listen - Touch - Smell - Taste - See You can draw, stick or even collage pictures!
Other Foundation (either Topic, PSHRE, Computing or Art/DT)	We have been learning about Makkah before Prophet Muhammad was born. Can you draw the animal that Abraha was riding when he entered Makkah? Here's a clue: it is big and grey, and trumpets!
Values Task***	This week, you are asked to complete a task that links to the value of Inspiration, Kindness, Healthy Living, Leadership, Aspiration, Spirituality.

* Vocabulary development is only applicable for children in Key Stage 2

** Handwriting is only applicable for children in Year 1 and children in other year groups who are working on transcription.

*** When a Values Task is given, the 'Other Foundation' task will be cancelled.

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Appendix 2: Cover Letter for Learning Conversation book

Dear Adult,

This is my Learning Conversation book. Every Friday, my Apa will put in some information about my current learning, along with activities for me to do to show you what I know.

Please help me by reading the information each week and talking to me about my learning. I can complete the activities in any way, such as:

- drawing pictures
- taking photos
- creating collages
- building models or
- writing down my ideas

If I can't write well, a helper can write down my ideas or words to show my understanding.

If my work is 3D, a photo needs to be taken, printed and glued in with a title and/or an explanation.

My Learning Conversations must be completed and returned every Monday so Apa can check my book.

I can't wait to share my learning journey with you!

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