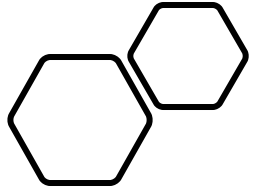




Home Learning

Independence and confidence





AIMS

01

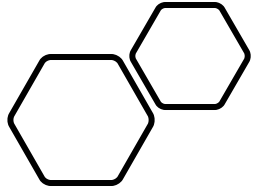
Outline the aims of home learning at St Dunstan's

02

Talk through how teachers and year groups organise home learning to achieve these aims

03

Share strategies to support children with independence and confidence



HOME LEARNING @ St Dunstan's

St Dunstan's is committed to:

- providing a broad learning experience.
- building good learning habits
- working with parents to support children



Parental Support

- Children who have parental support and encouragement have better long-term learning outcomes.
-
- VALUE
- REGULATE



SELF-REGULATION





Planning

What is the end point going to look like? What is the goal of this task?

Have you completed something similar before and how did it go?

Where is the best place to start?

Do you need extra resources to help you?



Monitoring

How are you doing?

Is there something you could change to help you reach the goal?

What has gone well so far?

Do you need to take a break and come back to this later?



Evaluating and PRAISING

How did it go?

Did you reach the goal set at the start?

Is there a technique you would use differently next time?

Did you start in the right place?

How would you do this differently next time?

MOTIVATION:

THINK OUT LOUD

Be the TEACHER

PROMPT and PROBE

Choices

St Dunstan's is committed to providing a broad learning experience.



Home learning is a continuation of learning at school.

Opportunities will include consolidation or activating learning challenges.

Basic skills rehearsal

Work is valued as it is part of the learning process in school.

Time off is as valued as learning, only Key Stage 2 has formal set home learning AND CHALLENGES ARE SHORT.

Example Year
6
Activating
prior Learning

In approximately 50 words answer the following:
What do you think is happening in this poem?

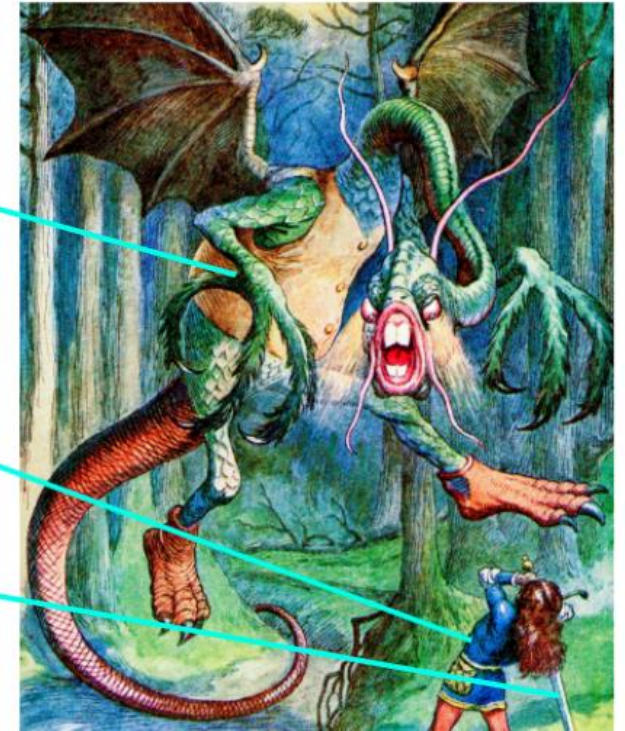
I Think that this poem is about a little boy going out to hunt with his dad but his dad is always warning him to beware of the Jabberwocky. Then I think that the little boy decides to go out for a walk but brings the sword with him. When he encounters the Jabberwocky he swings the sword at him then kills the Jabberwocky. After, when he brings its head back to his father he is beaming with pride in his son.

I tried to narrow it down to 50 words but I got to 83 words.

Jabberwocky

Little boy

Sword



Example Year 5 consolidation

Hello Year 5,

Here is your grammar home learning for this week - this will be due on Monday (4th October)

It is looking at the different types of nouns that we were thinking about this week. Please complete all of the activities either on the google slides, or on a piece of paper to bring into school.

The last slide is an opportunity for you to write down any nouns that you are unsure about, for us to pick up on in our next grammar lesson.

Thanks Year 5!

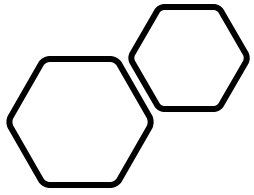
**Which of these nouns need capitalisation?
Please add in capitals where they are needed and
complete the sentence below.**

cat mrs birch saturday baby yoda

guildford ice cream pillow

april woking football club

Capitalised nouns that are naming specific things,
places or people are known as



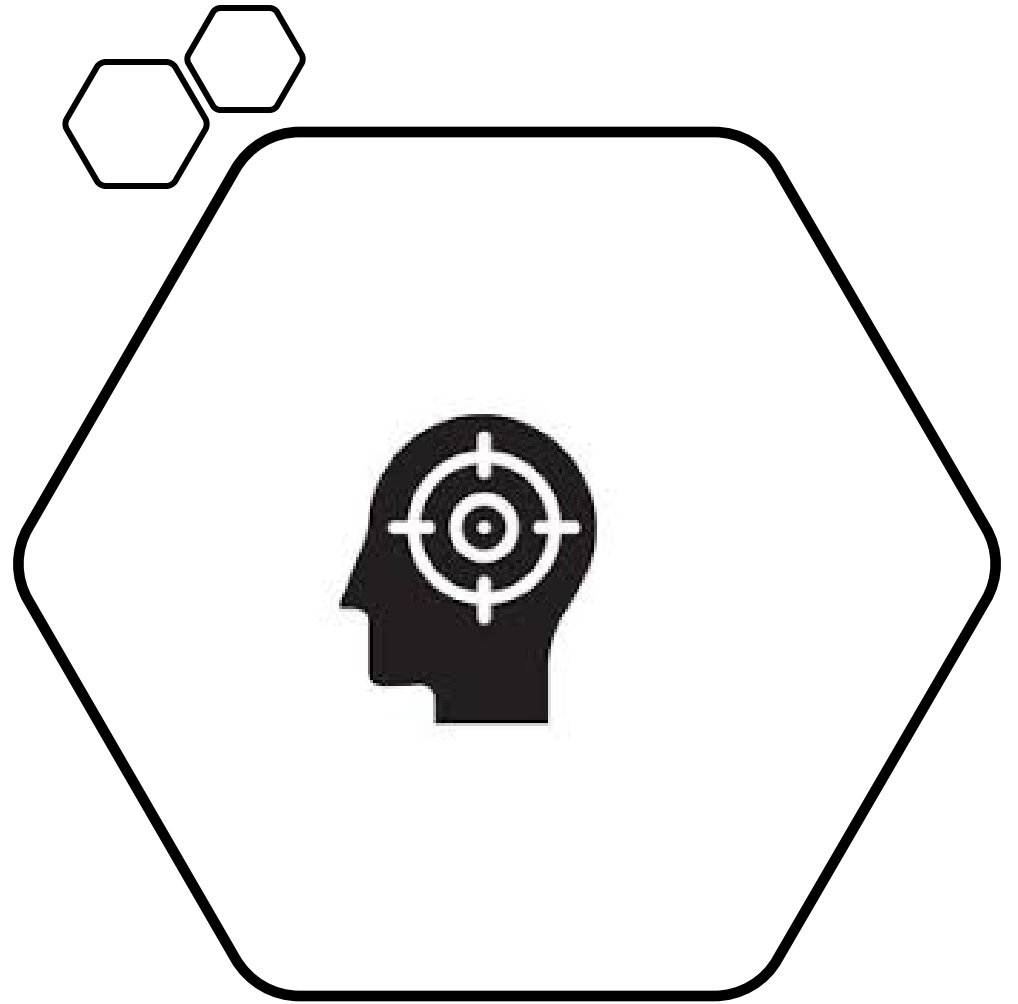
Value the learning

What is your home learning- how did this link to your learning?

How might this help in your school learning?

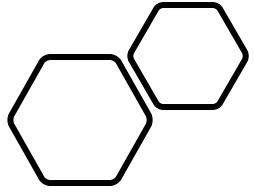
Short Focused Learning activities

- **Year 3:** 1 x 15 minutes of a short focused task, linked to learning and something that will be used in the classroom.
- **Year 4:** 2 x 15 minutes of short focused tasks linked to learning and something that will be used in the classroom
- **Year 5:** 2 x 20 minutes of short focused tasks linked to learning and something that will be used in the classroom. A longer project - that will develop independent learning habits.
- **Year 6:** 3 x 20 minutes of short focused tasks linked to learning and something that will be used in the classroom. Longer projects that will further develop independent learning habits.



- “Sustained attention tasks put pressure on the human cognitive system. This is not because the tasks themselves are complex or difficult to perform. Instead, it is the maintenance of attention on a relatively mundane or monotonous task that creates the difficulty, leading to performance degradation over time.” (Gartenberg et al, 2018)

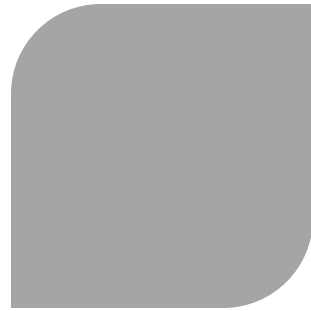




WHERE AND WHEN: Getting the right environment



HOW DO I STUDY
BEST AT HOME?



WHERE DO I FOCUS
WELL?



WHAT TIME IS
GOOD FOR ME?



DO I NEED HELP TO
GET STARTED?

Getting the routine

- Have a plan.
- Time bonds



BASIC SKILLS

Owl Reading interface showing search filters and book recommendations.



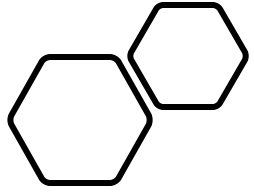
7s - LEVEL 1 OUT OF 57

57 LEVELS MORE UNTIL NEXT GIG

GET A SCORE OF 20 TO PROGRESS

In the next game, you will be quizzed on the facts highlighted below:

1 × 1	2 × 1	3 × 1	4 × 1	5 × 1	6 × 1	7 × 1	8 × 1	9 × 1	10 × 1	11 × 1	12 × 1
1 × 2	2 × 2	3 × 2	4 × 2	5 × 2	6 × 2	7 × 2	8 × 2	9 × 2	10 × 2	11 × 2	12 × 2
1 × 3	2 × 3	3 × 3	4 × 3	5 × 3	6 × 3	7 × 3	8 × 3	9 × 3	10 × 3	11 × 3	12 × 3
1 × 4	2 × 4	3 × 4	4 × 4	5 × 4	6 × 4	7 × 4	8 × 4	9 × 4	10 × 4	11 × 4	12 × 4
1 × 5	2 × 5	3 × 5	4 × 5	5 × 5	6 × 5	7 × 5	8 × 5	9 × 5	10 × 5	11 × 5	12 × 5
2 × 6	3 × 6	4 × 6	5 × 6	6 × 6	7 × 6	8 × 6	9 × 6	10 × 6	11 × 6		
2 × 7	3 × 7	4 × 7	5 × 7	6 × 7	7 × 7	8 × 7	9 × 7	10 × 7	11 × 7		
2 × 8	3 × 8	4 × 8	5 × 8	6 × 8	7 × 8	8 × 8	9 × 8	10 × 8	11 × 8		
3 × 9	4 × 9	5 × 9	6 × 9	7 × 9	8 × 9	9 × 9	10 × 9	11 × 9	12 × 9		
3 × 10	4 × 10	5 × 10	6 × 10	7 × 10	8 × 10	9 × 10	10 × 10	11 × 10	12 × 10		
4 × 11	5 × 11	6 × 11	7 × 11	8 × 11	9 × 11	10 × 11	11 × 11	12 × 11			



Home Learning Expectations

01

All KS2 pupils will be provided with a home learning timetable at the start of the year and will be available on Google Classroom.

02

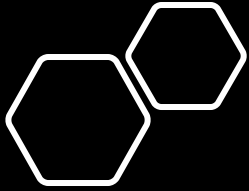
There will be no home learning set during school holidays. Though some projects may span a half term.

03

Home Learning will usually be set during the first full week of term and the last piece of home learning will be set in the penultimate full week of each term.

04

Children will receive the necessary examples of methods where appropriate.



Key Take Homes - you set the tone.

The peacekeeper.

- It can be frustrating, they are procrastinating, making mistakes you just corrected a moment ago
KEEP CALM Keep your cool on those occasions when tensions and frustrations bubble over!
- Set the routine - where , when.

The motivator

- Praise and value the learning.
- Build in time for conversations.
- Work alongside them, do quizzes with them. Children love to 'beat the teacher' they will equally love beat the parent.

The Monitor:

- Evaluate how your child has done. You do have to keep tabs on the home learning but you don't need to correct everything.

It's your child's work, not yours.