



NEWTON HOME LEARNING

‘Don’t practise until you get it right, practise until you can’t get it wrong’

The format and amount of home learning tasks set by schools will forever be a contentious issue. Our belief at Newton is that completing tasks ‘regularly and independently’ is crucial to reinforce key learning in school and make it ‘automatic’ by hardwiring it in the long term memory. We expect all families to promote these routines away from school as they build positive attitudes towards learning. Where there is no routine or expectation at home, or where tasks have not been completed, time and support will be allocated in school.

Here we outline the expectation for Newton Home Learning. We have also included additional, optional tasks. We liaise regularly with other schools regarding their own expectations and feel that we are in line with the majority. However, and most significantly, our expectation is based on our Newton curriculum and what we have identified our children will benefit most from, without impacting heavily on family life.

| WHAT is expected | WHEN it needs completing | HOW we will check it | WHO needs to be involved | WHY we expect it |
|---|--|--|--|---|
| <p>Reading school book</p> <p>If this is an A.R. book this will lead to a quiz being taken at in school to challenge understanding and comprehension.</p> | <p>5 x 20 minute sessions per week</p> | <p>Staff will check reading entries in Learning Log (see below).</p> <p>Staff will check frequency and accuracy of AR quizzing.</p> <p>Staff will check child’s phonics/fluency in class by hearing them read (identified children).</p> | <p>Adult may need to direct child to read – this should be independent (child may need to ask about unknown words or definitions).</p> <p>Adult should listen to child read at all ages, particularly where fluency/understanding is an issue.</p> | <p>Builds fluency and stamina</p> <p>Builds vocabulary and knowledge</p> <p>Breeds enjoyment in a more relaxed, bespoke environment</p> |
| <p>Writing a sentence to summarise each reading session (or make a note to indicate that reading has happened)</p> <p>This should be at the standard anticipated in the classroom in terms of presentation, punctuation and content.</p> | <p>5 x per week</p> <p>(Ideally straight after each reading session but this can be flexible).</p> | <p>Staff will check entries in Learning Logs every Friday morning.</p> <p>Where a child’s understanding of a ‘sentence’ is limited, they can write the book title or complete another task as directed by the class teacher.</p> | <p>Adult may need to direct child to write – this should be independent (child may need to ask about spellings etc...).</p> | <p>Builds record of reading</p> <p>Increases engagement with text</p> <p>Builds summarising skills</p> <p>Builds consistency and ‘automaticity’ that is so crucial with sentence writing and handwriting.</p> |

| WHAT is expected | WHEN it needs completing | HOW we will check it | WHO needs to be involved | WHY we expect it |
|---|---|---|---|---|
| Times Table Practice using Times Tables Rock Stars or Numbots – Anning Class | 1 x 10 minute sessions per week (These are the minimum sessions set by the teacher – children can go above and beyond this). | Check class accounts weekly for usage Challenges in school – are the children improving? | Adult may need to direct child to complete tasks - this should be independent (child may need support to log-in etc... initially). | Rapid tables recall fundamental to extended Maths TTRS programme corrects errors and tailors challenge |
| Doodle Maths Practice | 1 x 10 minute sessions per week – Attempting to get into the green zone. | Check class accounts weekly for usage Maths in school - are the children improving? | Adult may need to direct child to complete tasks - this MUST be independent (child may need support to log-in etc... initially). | Practice and application of maths knowledge with a focus on individual needs. |
| Doodle English Practice | 1 x 10 minute sessions per week – Attempting to get into the green zone. | Check class accounts weekly for usage SPaG in school - are the children improving? | Adult may need to direct child to complete tasks - this MUST be independent (child may need support to log-in etc... initially). | Practice and application of SPaG knowledge with a focus on individual needs. |
| Spelling Practice with weekly list This will be available on Google Classroom and scores reported to parents in learning logs | Quick daily practice This should be a variety of word activities, self-testing and being tested by someone else. | There will be regular testing in class of the current rule and words and also of selected words covered thus far. These will be spaced out across the year. | Adult may need to direct child to complete tasks and also test them by reading out some of the words from the list. | Builds spelling fluency and eventually reduces cognitive load Builds vocabulary and knowledge |

OPTIONAL TASKS AND OPPORTUNITIES

| TASK | DETAILS |
|--|---|
| Additional Times Table Practice using Times Tables Rock Stars | There are many more activities beyond the teacher-set expectation. These can all be accessed once the child has been logged in. |
| Further Spelling Practice beyond the weekly list | Children can practise spellings covered across the year or from the year group word lists in the back of their Learning Logs. |
| Develop English/Maths knowledge with online learning | Children can work from list of recommended websites. |
| Identify and correct errors from school test papers | Families can work through any areas for development from test papers that children bring home (once attempted in class). |