North Westminster Federation

Working Together to Grow Our Future

Extended Learning Policy

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Approved by:	Executive Head	**Date:** September 2024
Last reviewed on:		
Next review due by:	September 2026	

Rationale

This policy has been written in consultation with staff, pupils and parents. It is designed to provide a coherent framework for a consistent and effective approach to the setting and receiving extended learning opportunities as well as clear, robust guidance for parents and pupils.

The Schools' Vision

Essendine and Hallfield will achieve effective learning through exciting teaching in a creative and stimulating environment, and will provide opportunities for everyone to grow, feel valued and respected in our community.

Why do we set extended learning tasks?

Research suggests that children who do learning activities additional to classroom learning achieve higher than their peers. Although our policy is informed by the research, it is also founded on the shared belief that following up learning, particularly at home, can establish the positive learning behaviours of a lifelong learner.

Furthermore, we know that part of children's long term memory development and knowledge retention is practising their understanding from lessons regularly and in different contexts. Consequently, we view extended learning, including set homework, as integral to the holistic learning journey of our children not an 'add on'.

What is extended learning at the North Westminster Federation?

The curriculum is designed to scaffold knowledge and understanding over time by building on previous learning. This is supported by a wide range of literature and topics to engage our children in the joy of learning. As a result, children develop fluency as well as critical thinking skills across the curriculum. This enables children to develop interest as well as knowledge and skills that can encourage lifelong learning. In addition, it prepares children for the various national assessments designed to ensure children leave primary school with the skills they need for success.

Extended learning is understood here as activities designed to supplement and support learning from the classroom. Mostly, these are activities completed at home. Evidence suggests that effective tasks should be of high quality and clearly linked to the learning that is happening in the classroom. The quality is more important than the frequency and quantity. Therefore, extended learning at school continues classroom learning in several ways.

Firstly, teachers set weekly 'homework' tasks that are designed to:

- practise recent learning and consolidate what is being learned in the classroom
- practise core skills such as phonics and multiplication facts for fluency and understanding
- encourage application of learning from the classroom to new contexts
- make real life connections

- bridge learning between lessons through enquiry or application of prior learning
- encourage children to share their learning with family members and carers

Additionally, teachers may provide ad hoc resources linked to daily learning or termly topics such as videos, demonstrations from the classroom, websites and examples of work. This is designed to:

- provide parent information about timely learning happening in school
- give opportunity for children who may not have fully grasped the intended learning to have another chance before the following day
- extend learning for children who want to do more

Finally, children in receipt of interventions may be provided with individual activities around specific areas of learning need linked to their interventions and separate from that which is set as homework by the class teacher.

Reading

A large part of supporting children in their learning and future ambitions is the importance of reading and reading for pleasure. We have a broad collection of texts that are benchmarked for younger children to target their early reading needs. For children in Key Stage 2, there are well stocked age appropriate book corners in classrooms and a school library for children to choose books to read at home. More details can be found in our Reading Policy on the school website, along with guidance and support for parents reading at home.

Individualism in homework

Not all children move at the same pace or have the same starting points when they arrive at our schools. We set high expectations for all children but understand that sometimes children may have additional needs and require alternative support to help them reach their targets. Homework tasks are set to match the learning needs of the individual. Thorough assessment processes are in place to identify gaps in learning and development of children. Teachers work closely with the special needs co-ordinator (SENCo) to ensure children's specific learning and development needs are being met. This information is used to set individual targets for children and homework is a part of supporting them to work towards these targets.

Examples of 'homework' tasks

Non-negotiable weekly tasks

- Practising phonics from the week (KS1) or specific spelling patterns (Y2 – 6)
- Daily reading (around 20 minutes)
- Times tables (KS2)

Some examples of other tasks that are set as homework **each week** can be found here:

- Maths tasks similar to those completed in lessons
- Grammar activities to practise specific grammatical patterns and rules
- Reading comprehension
- Writing activities practising that week's writing focus in a new context
- Researching people, places and things
- Simple investigations
- Quizzes or multiple choice activities via Microsoft Forms
- End of topic projects such as model making

Online activities that can be accessed by children and parents responsively as part of the extended learning offer or may be provided to support daily learning:

Multi-subject platforms

- LGFL
- Busythings

Mathematics

- Timestables Rockstars/Numbots
- Khan Academy

English

- Oxford Owl
- Oak Academy
- SPaG

How is homework set?

Homework is set each Friday by the class teacher via Microsoft Teams. It is expected to be returned before the following Wednesday. The completed homework should be recorded in the homework book children take home each week. Where children may not have online access, parents should notify the class teacher and alternative arrangements can be made. We are committed to equal access to learning.

For Microsoft Teams, each child has their own individual log in. Once logged in, children will be able to see their class team. Here teachers will upload instructions, videos and tasks for children to complete. A guide for using Microsoft Teams can be found in Appendix 3 to this policy and on the school website.

Children and parents should read the Online Safety Policy which can be found on our website, and the Acceptable Use Agreement for children in Appendix 1 and 2. Children are expected to use Teams to access and complete their homework under the conditions set out in these documents.

The work will be marked before the next homework is set. Marking is in line with our Marking Policy. For all homework, including that which may be completed on Teams via the online Word, Excel and Powerpoint applications, there is an expectation for presentation consistent with the learning that occurs in the classroom (see Appendices 4 and 5).

Support for homework

Each term we have an extensive parental engagement program to enhance parents' ability to engage with their child's learning. Parents and carers are invited in for such opportunities as:

- topic launches to share an overview of the topic children will be focusing on
- observing specific lessons in their child's class
- subject specific presentations by subject leaders and teachers with question and answer sessions
- parent's evening

The North Westminster Federation values the communication with parents and carers about homework, making best use of parental engagement opportunities and responding to support needs. The school website also contains lots of useful links and support tools. If there are questions regarding homework teachers should first be consulted at appropriate times such as end of the day. Where this is not possible queries be can be e-mailed via the school office address: office@essendine.org.uk or office@hallfieldschool.org.uk and these will be passed on to the relevant teacher.

Appendix 1: Acceptable Use Agreement KS1

EYFS & KS1 Acceptable Use Agreement

Class _____ Date _____

How to be safe

S		Say when you have butterflies
A		Always protect who you are.
F		Friends are real people you meet.
E		Ensure you ask an adult.

Appendix 2: Acceptable Use Agreement KS2

KS2 Pupil Online Acceptable Use Agreement

Class _____ Date _____

This agreement will help keep me safe and help me to be fair to others.

Be Safe Online

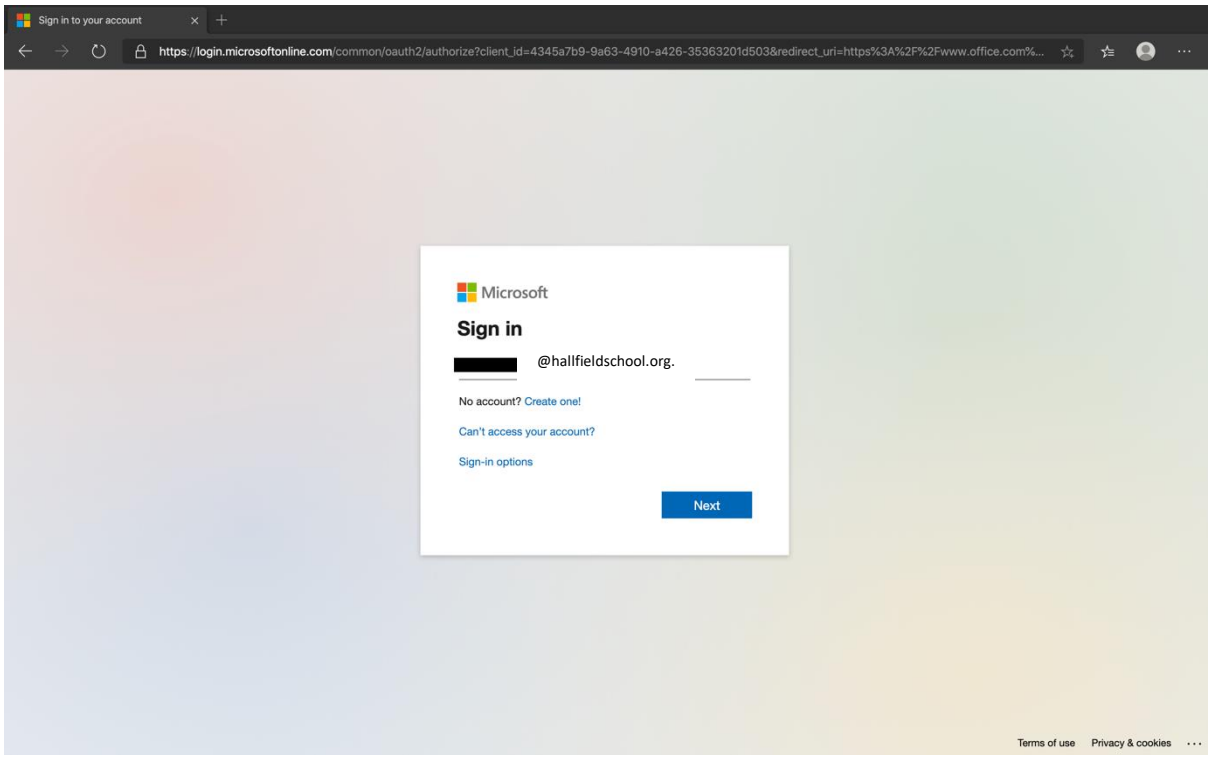
At Hallfield, we learn to be **respectful** and **trustworthy.** We need to be **confident** we can do this when using computers.

B		Be aware; is it safe, **reliable, trustwor-thy?**
E		Explore confidently by trusting your brain.
S		Say when you have butterflies
A		Always protect who you are.
F		Friends are real people you meet.
E		Ensure you ask an adult.

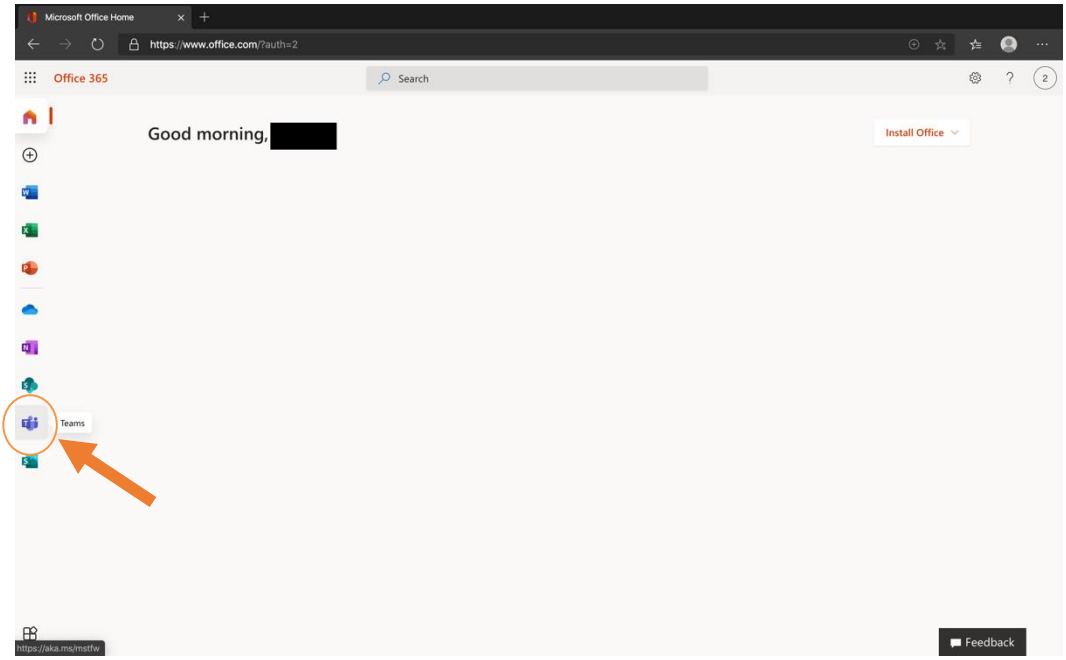
Appendix 3: A guide to using Microsoft Teams

Guide for Children/ Parents/Guardians

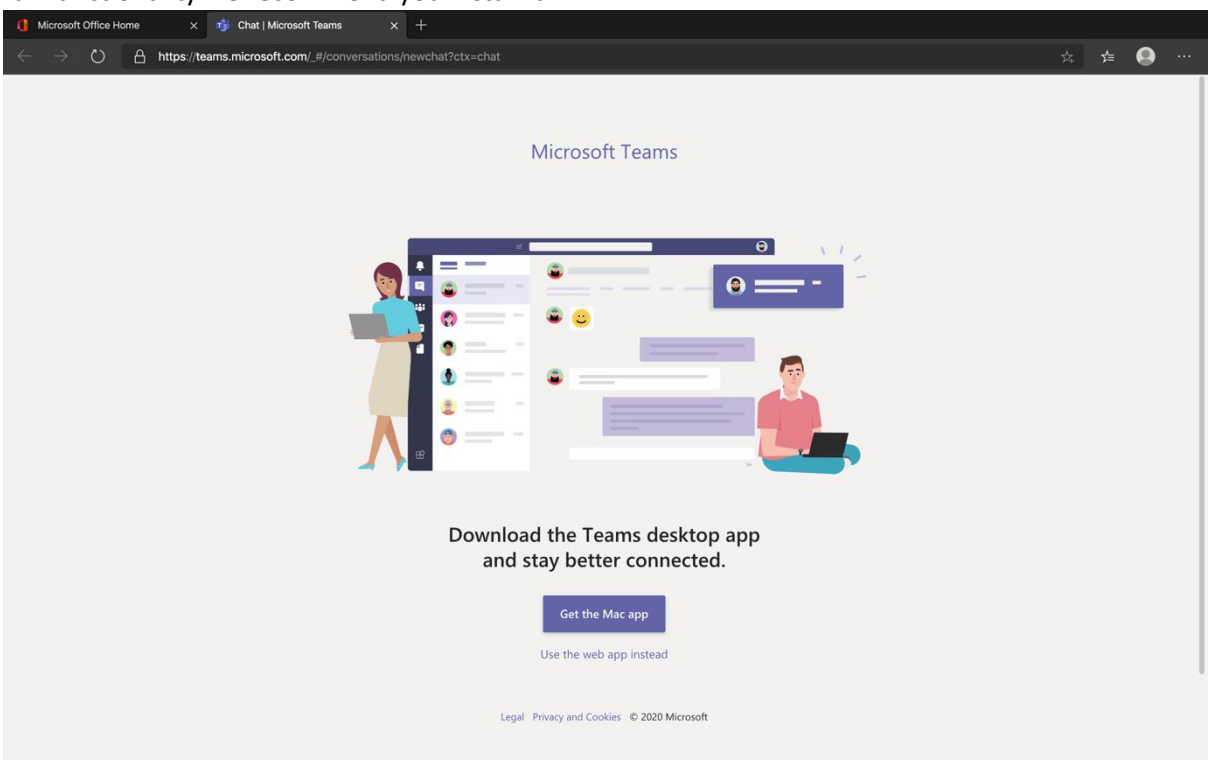
1. Using either Microsoft Edge or Google Chrome, go to login.microsoftonline.com and enter the email and password for your child.



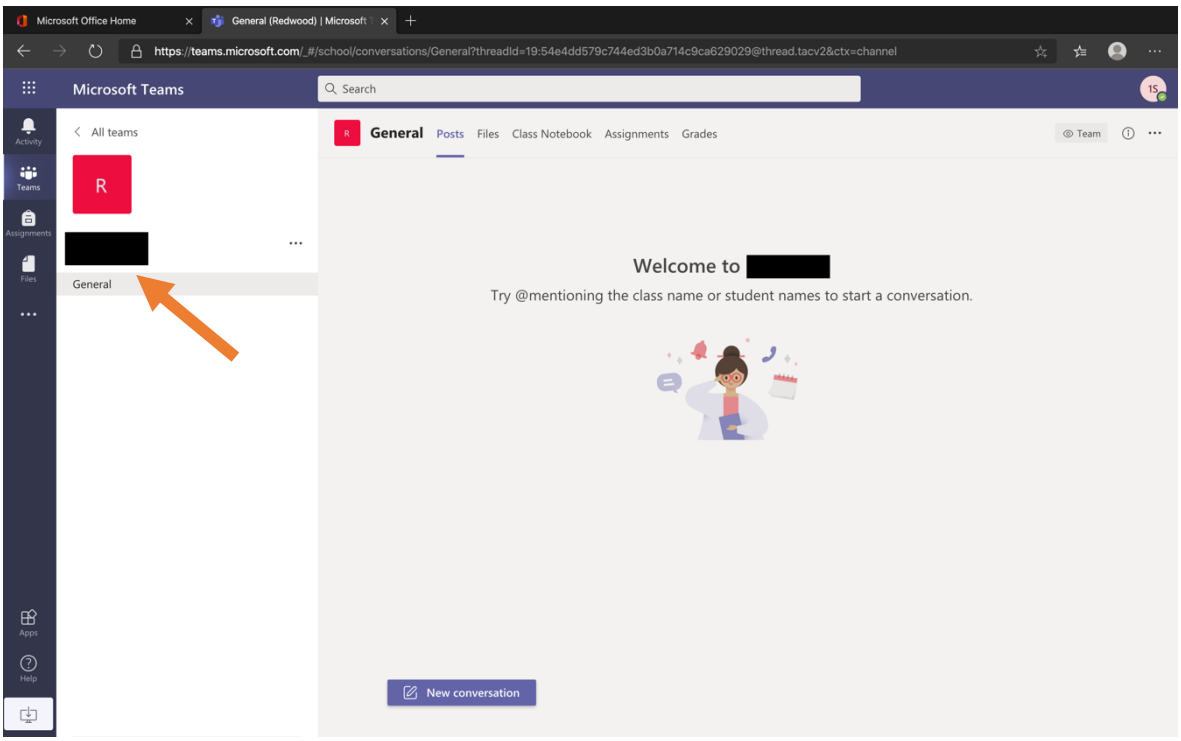
2. Once you have logged in, you'll be presented with the screen below. Select the "Teams" icon which is circled.



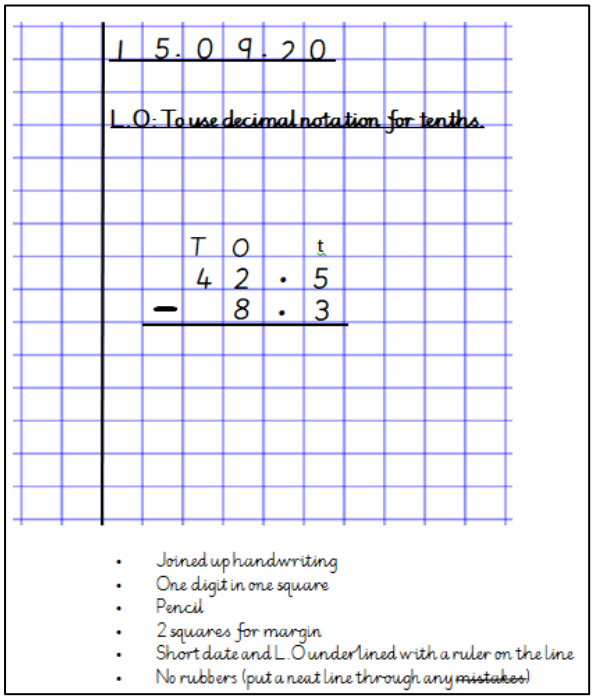
3. If presented with the screen below it means you haven't downloaded the Teams application, click on "Use the web app instead" if you don't want it installed on your computer but for full functionality we recommend you install it.



4. Your child should already be assigned to their class which should appear on the left-hand side, from here you can see any posts, assignments or files the class teacher has set or made available.



Appendix 4: Expectations for the presentation of mathematics homework



Appendix 5: Expectations for the presentation of all other subjects

