

DVIS: Supportive Home-based Learning (Homework) and Memory Development

Our aim at DVIS is for all children to flourish with God in life, learning and love.

At DVIS we strongly believe that:

- The purpose of home-based learning is to enable children to rehearse and consolidate the skills and ideas they have learnt at school.
- Home-based learning should be carried out with adult support and interaction but should not be done *by* an adult.
- Home-based learning must be age appropriate and take into account the busy day the children have at school.
- Home-based learning should be supportive of the learning in school and not stressful for the child or family.
- Home-based learning does not replace the many enriching activities a family can offer and prioritise out of school, such as riding bikes, outings to parks or museums, playing with friends, baking, visits to the library and other brilliant child appropriate activities that often cannot be offered in school as part of the curriculum.

Home-based learning and home-based activities at DVIS will be planned with research in home-based learning, meta-cognition and memory at the forefront of our minds.

A great deal of research has taken place in ways to build and develop memory as well as supporting children in their understanding of themselves as learners.

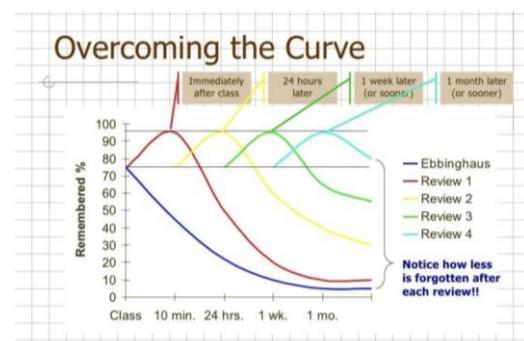
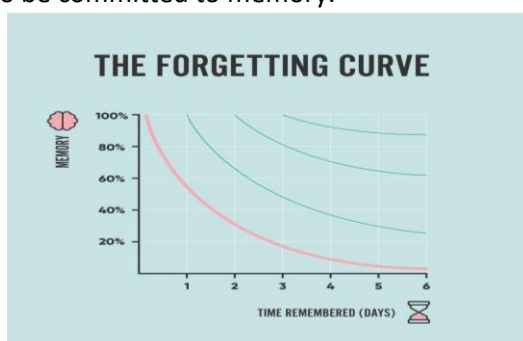
However, there remains very little research carried out on the impact of home-based learning on progress and learning for children in the infant phase of schooling (aged 4-7). The Education Endowment Foundation's (EEF) toolkit for studies in homework (home-based learning) offers some insight; *"for secondary schools, homework shows greater impact (+5 months) than in primary schools (+3 months). This means that primary pupils (age 4-11 years old) in the classes where homework was provided made, on average, 3 months' more progress than similar pupils in other classes"*.

The research for home-based learning shows:

- The *quality* of the task set appears to be more important than the *quantity* of work required from the pupil.
- There is some evidence that the impact of home-based learning diminishes as the amount of time pupils spend on it increases.
- Evidence also suggests that *how* home-based learning relates to learning during normal school time is important. In the most effective examples home-based learning built on existing learning, rather than an add-on.
- To maximise impact, it is important that pupils are provided with high quality feedback on their work.
- Research involving digital technology and home-based learning, typically have greater impact (+ 6 months).

What do we know about memory and how can home-based learning support children's learning overall?

Below is Ebbinghaus' Forgetting Curve. The more times learning is rehearsed, recalled or remembered, the more likely it is to be committed to memory.



The curve can be overcome through techniques that support memory and are used in DVIS classrooms, and can be used and supported through learning at home too.

Spaced learning: learners are presented with material they have to learn in a lesson. The learner studies the information, and periodically returns to review this maybe through using different formats such as solving problems, applying the knowledge in other situations or across other curriculum areas.

Blended learning (or Chunking): using bite-sized chunks of content and demonstrating the learning or skills repeatedly in different, creative ways, learners are more likely to absorb the information.

Interactive learning: children are involved in physical and engaging material that makes them active participants in the learning for example re-enacting scenes from history, creating landscapes or paintings related to geographical formations, visiting galleries to see the range of art skills used. DVIS use 'hooks' at the start of a series of learning to draw children into the concept, topic and skills.

Relevant learning: teachers work hard to ensure the topics and subjects taught are relevant, reflecting current themes locally or nationally as well as listening and moving with the change to children's interests.

Reinforced learning (or Interleaving): skills are taught sequentially and then interleaved to ensure repetition, revisiting and revising of fundamental knowledge and skills. Links are intentionally made for the children between one piece of learning or subject and another.

Skills for meta-learning: through the school's building learning power approaches and emotional regulation teaching, children develop skills for independence and look to themselves for ways in which they might learn best in any given situation; supporting their memory of HOW to learn and resources and skills that support them in all aspects of practice and memory.

The parent/carers role in home-based learning set by the School:

At DVIS we value parental support and believe reinforcing and practicing of some key skills can support the work in school. This home-based learning guidance aims to ensure consistency throughout the school in terms of what, when and how often home-based learning is set.

Research into the effect of parental engagement in home-based learning has found that '*parent's home-based learning involvement appears to influence student success insofar as it supports student attributes related to achievement (e.g., attitudes about home-based learning, perceptions of personal competence, self-regulatory skills).*'

Parental support in their child's learning is key to a happy and shared learning experience for every child whilst at school.

Parents need to support their children with home-based learning by:

- Ensuring a positive space for the home-based learning to take place in (TV is turned off, resources necessary are ready).
- Checking your child is physically ready or are they hungry, tired, thirsty?
- Check your child knows *how* their home-based learning will support their learning in school.
- Talking through the learning and how long the home-based learning 'session' will be, maybe use a timer. E.g. we are going to read for 10 minutes and look at sounding out as many words as we can.
- Leaving your child to have a go on their own for a minute or two, recalling learning powers of perseverance or managing their distractions.
- Addressing one or two 'juicy mistakes' but not all of them – encouragement is key!

Our home-based learning offer at DVIS

Children need to be read with every day. At DVIS we believe in order for children to become avid readers they need a love for stories and books. At a young age this will come through the pleasure of being read to, a shared experience with child, parent and book.

After the children are settled in Reception and then moving forward, the children will bring home books related to the phoneme/s they are learning in class that week. These are simply a practice of that sound and do not replace the richer texts that you can share together.

Reading is the most important home-based learning our children do because it helps them to:

- Rehearse their phonic learning and skills
- Become more fluent readers with improved comprehension
- Improve their vocabulary and awareness of grammar
- Develop their English writing skills. If children cannot tell a good story they will not be able to write a good story.

Other opportunities for home-based learning and development**Weekly learning update class sheet**

Each week every class will publish a brief summary of the previous week's learning: it will include:

Ideas and activities for home-based learning

Spellings to practice (Year 1 and Year 2)

What we have been learning this week

Photos of the children learning

Reminders for the week ahead

Activities will vary but an example could be counting in 10's – this could be out in the park as you climb a climbing frame, or chalking the numbers on a path, spotting patterns of numbers on a 100 square etc.

The phonics practice sheet and possibly additional sheets such as handwriting practice work, may be attached to the email with the weekly update.

Reception Classes

Fun Books – these are kept in school during the week and then sent home over the weekend for the child to add to as they wish, possibly illustrating a trip to the park or recording a sentence about a party.

Meeting Children's Needs

Teachers should discuss home-based learning sensitively with parents of children with Special Needs and Disabilities to allow them to support their child in accessing the home-based learning set for the rest of the class. Parents may need advice from teachers about the best way to support their child in maths or literacy.

Feedback from school about learning carried out at home

Home-based learning at DVIS will not be marked as such. The reason for this is that the teachers mark work and assess alongside the children every day and are fully aware of their capabilities. If there is a piece of learning the children do at home that they would like to celebrate with us we would really enjoy doing that with them during class time at school. The teacher will give verbal feedback and the class will ask pertinent questions regarding the activity being discussed and shared. The parent and child may speak with the class teacher.

In class teachers will discuss which activities have been covered by children and what they might like to attempt during the coming week. Those who are able to carry out the learning at home can celebrate this and those that may need support in accessing the activities at home can be helped and encouraged to do so.

This policy will be reviewed every three years and discussed with parents at the relevant curriculum meetings at the start of each academic year.

Revised May 2023