

Sunnyside Primary School: Out of School Learning Policy



Reviewed October 2021

Rationale

In Sunnyside Primary School pupils, teachers and parents value out of school learning otherwise known as 'homework' as a beneficial and essential link between school and home. Home learning can facilitate independent and creative learning outside of the school environment and enable children to consolidate and extend their skills.

The four capacities from Curriculum for Excellence can be addressed through a diverse range of home learning activities; to develop all children as successful learners, effective contributors, responsible citizens and confident individuals.

Home learning will reflect the Principles of Curriculum for Excellence to ensure:

- Progression
- Challenge and enjoyment
- Depth
- Coherence
- Personalisation and choice
- Breadth
- Relevance

Home learning will aim to...

- reinforce on-going class learning and provide additional practise,
- reflect on the learning experiences, knowledge and skills your child is developing in school,
- include core skills in Reading, Numeracy and the wider curriculum,
- encourage wider research, creativity and interests in life, learning and the world of work.
- further involve you in your child's learning

Outcomes:

1. Pupils, teachers and parents will have a shared understanding of home learning expectations and purpose.
2. Home learning activities will include opportunities for creativity, cross-curricular links and accommodate different learning styles.
3. The home learning framework will provide progression of skills and activities from P1-7.

Home learning Framework

P1-P7

At all stages, home learning will be issued virtually, fortnightly, to be completed and shared within the class. This provides flexibility for learners to complete activities over the two week period.

There are several 'no home learning' weeks throughout the school year. These will be communicated to families in advance.

Home learning activities are designed to support our learners, reinforcing key skills in literacy and numeracy as well as reflecting wider achievement.

Reading books will continue to be sent home, in order to allow pupils to read for enjoyment and providing the opportunity to share these with family members.

Other activities for home learning will be posted virtually, via Google Classroom. This approach allows pupils to maintain their digital skills and improve sustainability.

Where necessary, we will seek to support learners and their families accessing Google Classroom.

Whilst we encourage families to engage with learning at home, pupils should be able to complete any home learning activity independently. This provides a true reflection of their understanding.

This framework has been developed in consultation with learners, families and an in school staff focus group.

Framework Overview

P1, P2 and P3:

Fortnightly home learning will include:

- Reading
- 2 or 3 skill based activities (approx. 10 minutes per task) with Literacy/ Numeracy focus.
- Occasional tasks from the wider curriculum.

P4 and P5:

Fortnightly home learning will include:

- Reading
- 2 or 3 skill based activities (approx. 15 minutes per task) with Literacy/ Numeracy focus.
- Occasional tasks from the wider curriculum.

P6 and P7:

Fortnightly home learning will include:

- Reading
- 2 or 3 skill based activities (approx. 20 minutes per task) with Literacy/ Numeracy focus.
- Occasional tasks from the wider curriculum.

This framework will be revised on a regular basis, and we welcome your feedback.

Feedback will be given verbally, to pupils from peers and/or their class teacher, this will occur once a week. This discussion is important as it allows learners to take ownership of their learning and describe their skills, not only the task.

Teacher guidance and examples

Home learning activities should be provided fortnightly, focusing around skills revision of in class skills development.

Home learning tasks are designed to provide opportunities for pupils to demonstrate their understanding in a way they choose. They can then share the product of their practice with other pupils and staff in class.

Weekly discussions could take place in the 15 minutes prior to Golden Time. This discussion is also an opportunity for pupils to share wider achievements within the class, such as out of school clubs and activities.

To support pupils with this, activities should be suggested.

For example:

Skill: Addition of three digit numbers.

Could you?

- Show examples using partitioning.
- Make a poster/Google Slide explaining a chosen strategy - you can upload this to the classroom.
- Tell a family member or friend how you add 3 digit numbers using a chosen strategy, i.e. number line,
- Do - Play a partitioning game; such as <https://ictgames.com/sharkNumbers/mobile/index.html> and be prepared to share your strategy.

Skill: To use a range of verbs

Could you?

- Show examples and video these - you can upload these to Classroom.
- Make up a rap/song to help you remember what a verb is (here's a great example: <https://www.youtube.com/watch?v=Mp4UtYNxZLg>)
- Tell your classmates other words (synonyms) that mean the same as common verbs; said, good, bad, nice.

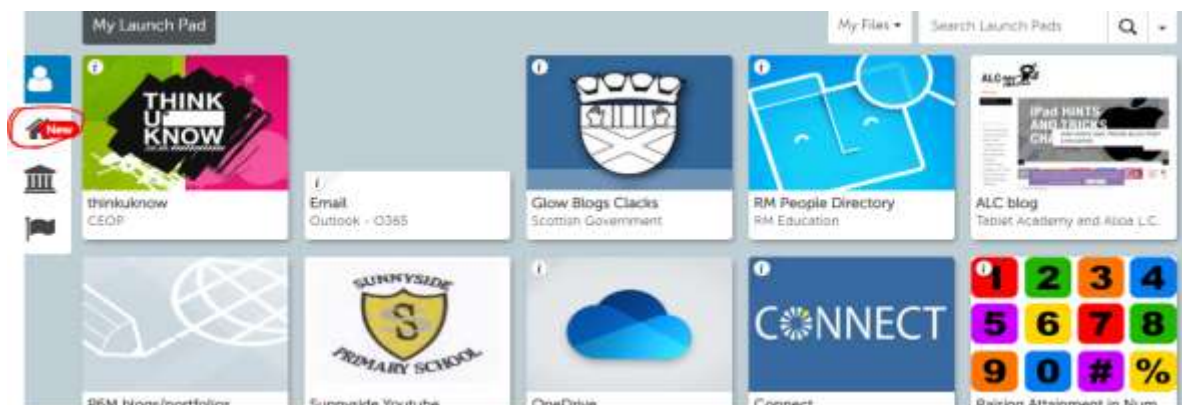
To support collegiate working, learner progression and moderation, example activities should be saved to the shared drive (Q:\Curriculum\Home Learning Example activities).

Accessing Google Classroom:

Parents will be provided with log in details for their child.

Google Classrooms are accessed through Glow (<https://glow.rmunify.com/>) on a web browser or through the app.

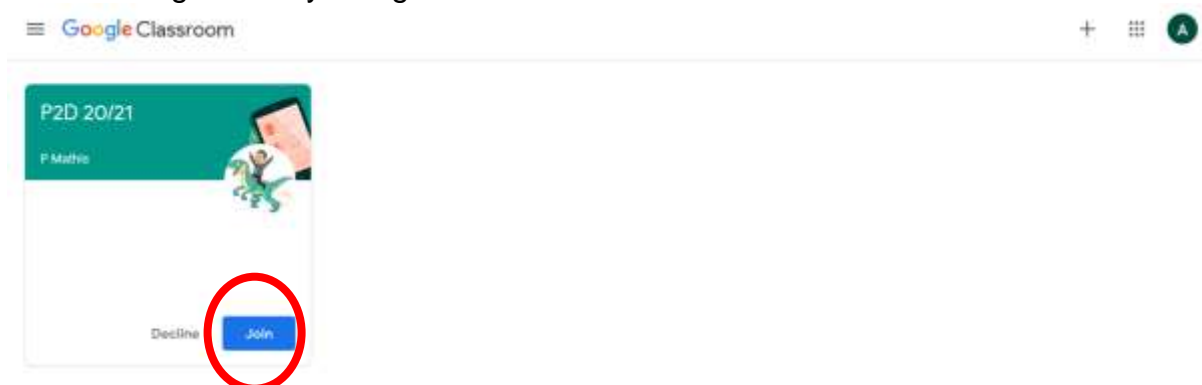
Once you have logged into Glow you will need to click on the little house, taking you to the Sunnyside Launchpad:



The Google Classroom tile will appear on the top row of the Sunnyside Launchpad. Please click this tile:



You will be greeted by Google Classrooms:



Please click join on your/ your child's class.

Home learning activities can then be found under the Classwork tab.



Upcoming

Woohoo, no work due in
week!

[View all](#)



Share something with your class...

[View class updates and connect with your class here](#)

 See when new assignments are posted

How do I access Google Classrooms from an iPad/Tablet?

1. You will need to download the Google Classroom app from the Google Play store or Apple App Store on to your mobile device.



2. You will be asked to log into the app using a google account. All of our children use the following format.

clXXXXXX@cl.glow.scot
3. This will then take you to the glow log in, children can sign in here using their clxxxx username and provided password.
4. Please accept the invitation to join the class.
5. Activities will be listed under the “Classwork” tab.

For further information on uploading images, documents or other evidence of completed learning please see our Google Classroom guides (QR code and website link below):



<https://qrgo.page.link/w6XLu>

To scan a QR code –

iPhone: Open your camera app and point at the code, this should load a shortcut for you to tap and open.

Android: Open the Camera app, focus on the code and press and hold the home button. This will bring up Google’s “search for what you see” feature. Tap the pop up to access the website.

Family consultation results:

Our 'Out of School Learning Policy' has been amended in line with consultations with families, learners and staff. We received 53 responses (34% of families). The results of which are summarised below:

When asked what stage of school their child is in, we can see that our results form a fair spread of representation of children from all P1-7 stages.

Please tell us which stage your child/ children are in:

53 responses



When asked if online home learning was accessible, through Google Classroom (from 1 being challenging to 5 being easier than jotter based home learning), the majority of parents rated it as accessible (64%).

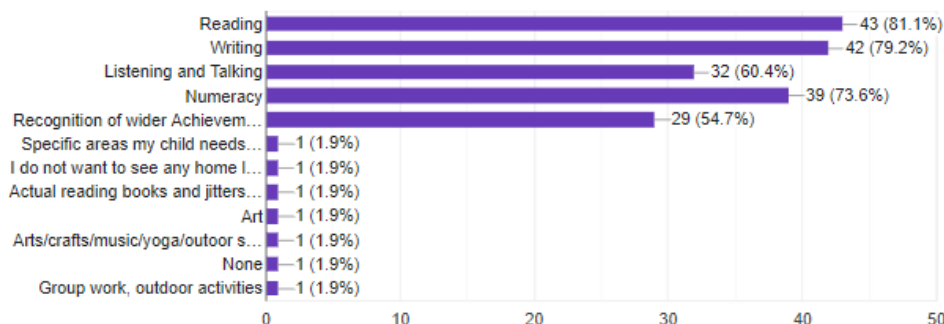
When asked to express why engaging with virtual home learning had presented difficulties, the main challenge seems to be access to devices. As a school we will work to support families with this.

We also recognise that this is a more environmentally sustainable approach and supports further digital skills development.

The majority of our families prioritise reading, writing, numeracy and wider achievement above all else.

What would you like to see as part of home learning? (Tick all that apply)

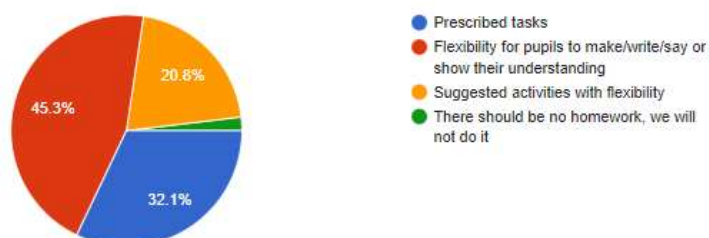
53 responses



54.7% of families expressed that they felt in class sharing with peers was preferential and that pupils should be given flexibility to make/ say/ write or do.

Focusing on skills based learning, how should homework be presented?

53 responses

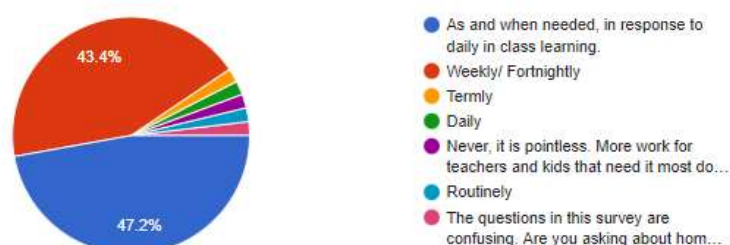


Almost of half of our families would like at home learning to take place when required, however just less than this (43%) would prefer tasks to be issues on a fortnightly/weekly basis.

The majority of families also feel that wider achievements, i.e. activities out with school, such as clubs, should be considered as part of home learning,

In order to support flexibility, how often would you like to see home learning issued?

53 responses



Children's views:

We met with our pupil group, the 'Change Makers' who comprise of representatives from P2-7.



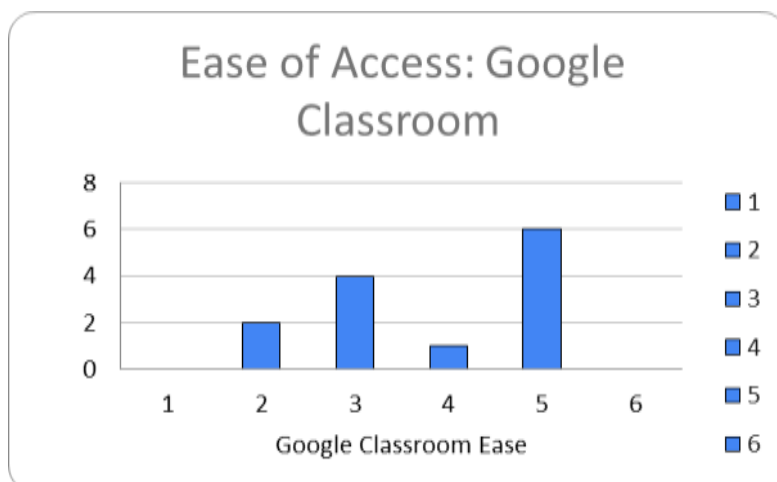
The pupils felt that home learning should be Numeracy and Literacy based tasks

90% stated that they wanted to have choice in how they presented their skills.

The pupils were keen to express their feelings that these activities should be able to be completed independently.

Pupils were asked how they had found accessing Google Classroom; the majority felt that learning was accessible.

They did raise concerns however around access for all, and solutions around how the school could support all learners with access to devices were explored.



90% of pupils felt that sharing their home learning through discussions with others, in class, would be preferable.

36% of pupils preferred home learning to be given out Monday - Friday, with 64% preferred a fortnightly model to allow for after school clubs and activities.

Pupils recognised the importance of including wider skills for life, learning and work and wanted to share their out of school awards, medals or activities with their peers; similar to a show and tell approach.