

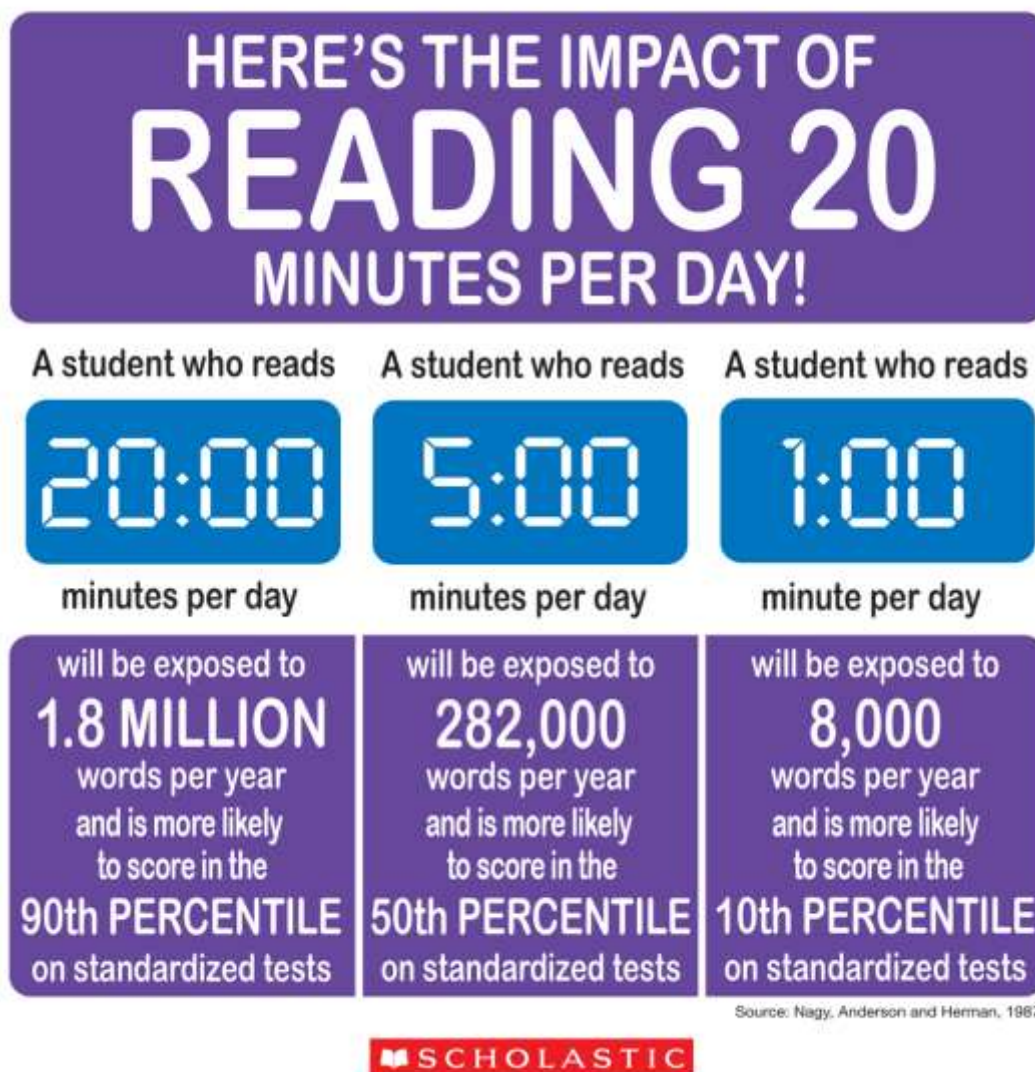


Dear parents/carers,

AT1 is well under way. Experiences organised and shared, and dare I say it..... October half term is just around the corner! There is a real buzz and excitement around school. 'Gold' continues to permeate throughout, even in these difficult times.

Thank you to all that attended our Zoom parental sessions, they were a real success. Another opportunity to meet staff and ask any questions - the feedback was really positive.

Following on from our sessions, this is just a quick reminder of our home learning policy. Children have missed significant amounts of learning due to COVID19 and although we have catch up plans in place, we have finite amounts of time with the children. The importance of home learning has become more important than ever! **Research shows the importance daily reading:**



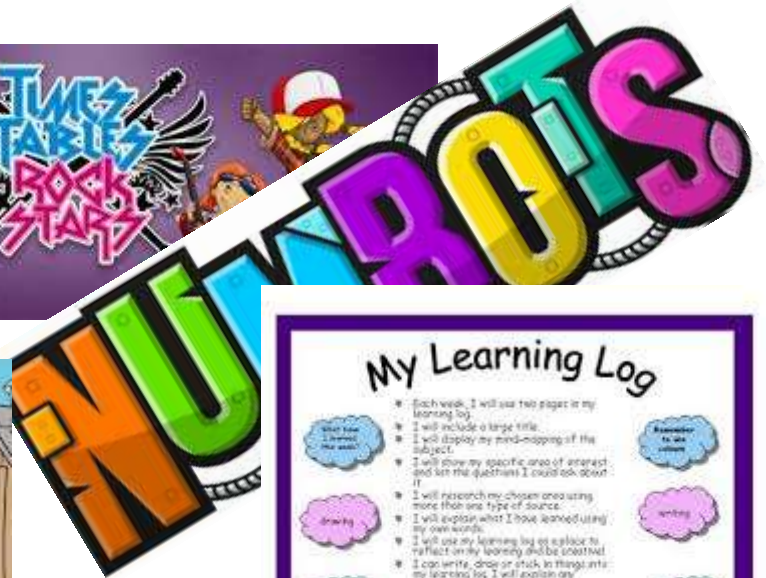
'We want the best for and the best from everyone in our learning community.'



Weekly / on-going home learning

We don't set official homework/home learning. It is your choice as to whether you engage in activities outside of school. We do provide scaffolds and platforms that will **help and support** your children. If you want your children to be the best they can be, we would encourage and expect:

- Read as often as possible (min 3 x per week) - Bug Club books (all phonetically decodeable so your child should be able to access these independently) and Core Texts.
- Times tables (children need to know **all** their times tables by end of year 4 ahead of their statutory multiplication check)- Times Tables Rock Stars online (min 3 x per week)
- Numbots (min 3 x per week)
- Class spellings- Spelling Shed online or practise on paper using the list sent home each week (min 3 x per week)
- Y6 Boot Camp (min 3 x per week)



We have invested heavily in our online platforms to make home learning as fun, engaging and interactive as possible. The children can use them independently or you can join in and share their learning with them. **Children will be rewarded and their success shared for their hard work outside of school.**

Learning logs

Learning Logs are a journal for your child to record their knowledge and understanding in whatever way they feel is most helpful. 'Learning Log' activities are intended to be as open ended as possible, allowing the children to reflect on their learning in class in a creative way and for the children to make their own decisions on how to collect, record and present their home learning. Please see our website and twitter feed for some great examples.

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Why do them?

Learning logs provide great benefits for our children and families. For example:

- They are an opportunity for children to extend and consolidate their learning in the classroom
- They encourage all children to be creative and independent
- They encourage children to be actively involved in their work and take pride in it
- Learning Logs encourage a partnership between home and school
- As Learning Logs are personalised there is no right or wrong way to approach a task
- They give children ownership of their work
- Children can be as creative and imaginative as they like
- Learning Logs can be a useful revision tool for children, especially in year 6
- Learning Logs can be a useful assessment tool for teachers

How can you help?

You can help and support your child in many differing ways. Here are some ideas of how children might approach 'learning log' tasks:

- Drawing, colouring, sketches, labelled diagrams, artwork- painting, collage, 3D constructions
- Cooking with photographs or explanations
- Take photographs or even videos of their work
- Use the library/internet as a resource
- Physical activity
- Tables, charts and grids
- Writing fiction, poems, descriptions
- Writing non-fiction-report, diary, letter, journal, newspaper report, e-mail, leaflet, debate or explanation
- Invitations, postcard
- Your child can include objects or resources or references to them.

Additional support

As well as Learning Logs, class teachers may also send out additional worksheet based activities. However, these may not always be for the whole class. There are a number of reasons for this. Firstly, as with any good practice, activities should be scaffolded and pitched correctly for every child. These additional support materials are not always appropriate for all. This is class based staff identifying where some children may need:

- Support to address a misconception
- Provide pre- learning opportunities
- Consolidate learning

Thank for your continued commitment and support towards the staff and pupils of this school.

Best wishes

Mr L McHale
Headteacher

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