



Home Learning

Guide for Parents and Carers

2023/2024



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Introduction by Head Teacher

Dear Parents / Carers,

At West Coats Primary School we recognise the importance of partnership between home and school to support children's learning. One important aspect of this is ensuring parents have the necessary information to consolidate and extend their child's learning at home.

We recognise that each family's circumstances are unique with different opportunities and pressures, and that this can change throughout the school year. We provide a structured and flexible approach to supporting learning at home with universal, targeted and intensive homework.

Home learning provides an opportunity to practise and apply skills in a different setting and provides information for parents about their child's progress in learning. Each child's progress is reviewed through class based learning activities rather than the teacher marking home learning activities.

I hope that you enjoy supporting your child's learning at home. Please do not hesitate to contact the school if you require further support and guidance.

Kind regards

Kirsty Duff

Head Teacher



Rationale

West Coats Primary School has undertaken a comprehensive consultation process with parents, pupils and staff regarding learning at home, specifically in relation to regular home learning activities. Parents highlighted the importance of home learning as a vehicle for communication between home and school and an opportunity to speak to children about their learning during the school day. Participating in learning at home enables learners to develop skills as independent learners and take responsibility for their own learning. All home learning activities are designed to extend and further develop classroom learning.

At West Coats Primary School, our aim is to:

- Provide a variety of home learning activities to reinforce and extend learning.
- Communicate with parents through home learning activities about learner progress.
- Support the development of independent learning skills.
- Raise attainment of all learners, with a particular focus on literacy and numeracy.

Design Principles

West Coats Primary School ensures the five fundamental characteristics of high quality, homework are evidenced in all learning at home activities (Vatterott, 2010).

- **Purpose:** all learning at home activities are relevant and meaningful to pupils. Learners understand the purpose of learning in relation to their own learner journey. All activities are designed to reinforce or extend classroom learning.
- **Efficiency:** learning at home activities should be brief, incorporating short bursts of 'hard thinking' through the application of learned skills in a variety of concepts. Learning at home should not take inordinate amounts of time or prevent children from engaging in other home or community-based activities.
- **Ownership:** children have an element of choice in home learning activities to provide opportunities to ensure students feel connected and engaged with their learning.
- **Competence:** In order to promote skills in independent learning children need to feel competent and confident in completing home learning activities

without adult support. Whilst home learning requires 'hard thinking', it should not be beyond the reach of independent learning.

- **Inspiring:** Home learning activities are well designed to positively impact on pupil motivation and personal interests.

Home Learning Activities

West Coats Primary School organises learning at home activities into three broad areas.

Universal: Home learning activities that can be completed as and when a family chooses to engage with them. West Coats Primary School provides universal home learning activities in two ways:

- Online digital learning resources (currently Sumdog) to reinforce and extend learning in numeracy, spelling and grammar.
- Grids are available on the school website with a wide range of home learning activities within a learning level.

Targeted: Families can opt in to targeted home learning activities. These are set once per week and focus on the current learning taking place within the classroom setting in four areas:

- **Count it:** Extending and reinforcing mental agility by practising CLIC numeracy (Counting, Learn Its, It's Nothing New, Calculations).
- **Read it:** Practising and extending pace, accuracy and fluency through reading for enjoyment or class reading books.
- **Write it:** Practising and learning to spell words from a spelling family list with opportunities to extend words on the list within the same spelling family. A range of multisensory spelling approaches are provided to children / parents to select from.
- **Say it:** Extending literacy skills through oracy. A discussion prompt / sentence starters will be provided to encourage children to form their view and share it through discussion with an adult at home.
- **Do it:** Promoting positive health and wellbeing through a weekly practical activity (for example, exercise, relaxation/ mindfulness, creative activity).

Intensive: Intensive learning at home support may be provided for children who are experiencing difficulties in progressing with a specific area of learning in class. This is a short term intervention designed for the family and school to work together in supporting a child to overcome a particular issue in relation to their progress in learning. For example, it may be a to support a child to learn to form

hand written letters correctly, to learn times tables or to revise previously learned spelling words. Intensive home learning interventions form part of a larger package of support around a child and are individually designed in partnership with parents and teaching staff.

Feedback

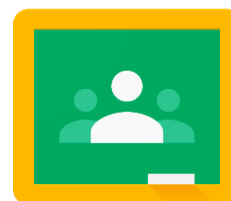
Universal digital home learning activities completed on Sumdog are responsive making activities easier or harder depending on a child's answer. Teachers are provided with an overview of a child's progress via the digital platform.

Targeted home learning activities are designed to extend and reinforce learning that is taking place within class and teachers will assess progress in the following ways:

- Count it – children participate in CLIC assessments in class at the end of each week's learning. Home learning supports the child's progress and success in the weekly CLIC assessment.
- Read it – children's pace, fluency and accuracy in reading is assessed by class teachers as part of the ongoing literacy progress in class.
- Write it – children participate in spelling assessments in class at the end of each week's learning. Home learning supports the child's progress and success in the weekly spelling assessment.
- Say it – children's oracy skills are assessed in the classroom on an ongoing basis. Home learning supports the child's progress and confidence in engaging in oracy.

Children are assessed in class through teacher observation and application of learning. Home learning activities are not formally marked and returned to parents / carers.

Google Classroom



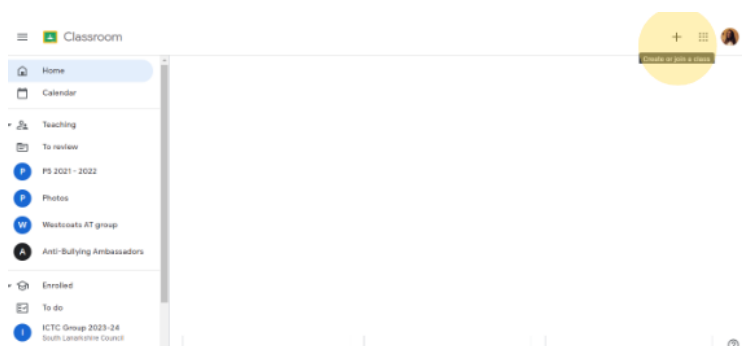
At West Coats, we will use Google Classroom to communicate spelling lists and Learn It's required for completing the Write It and Count It parts of home learning. At the start of each session, pupils will be added to a Google Classroom specific for their class group. Information about login details will be sent home at the start of each session.

Accessing Google Classroom

You can access the online classroom by downloading the Google Classroom app from relevant app stores. Alternatively, you can access via the link <https://sites.google.com/view/classroom-workspace/login>.

Logging In

Once you have gained access to Google Classroom you will need to log in. Ask your child to sign in to Google Classroom using their school provided Google account. On the first login, you may need to manually add your child to their classroom. You can do this by pressing the + button at the top right and inputting the 7-digit class code provided in the Home Learning jotter.⁷



You should now see the classroom listed on the home page as below.



How to access resources

Upon entering the classroom, you will see the tabs 'Stream', 'Classwork', 'People' and 'Marks'. Clicking on the Classwork tab will allow you to find the week's spelling words and learn it's.

Troubleshooting

I receive error messages when I put in the class code.

If you are having trouble accessing your child's classroom, first check that it is your child's Google account (gw20smithjohn@sl.glow.scot) that is the main account logged in on Google. You will see this by looking to the top right corner of the browser. Here if you hover over the icon, you should see this account listed.

Classroom Code is not recognised.

If the classroom code is not recognised, contact the school office to ask for confirmation of the class code. Please note that this is case sensitive.

I have lost my child's Glow login details.

These should be inside the home learning jotter, however if not, please contact the school office to request these be sent out again.

Sumdog



About Sumdog

Sumdog is an interactive online resource available to each child who attends West Coats Primary School to support the development of skills in numeracy, spelling and grammar.

Sumdog uses an adaptive learning engine which means it responds to the child's answers, making the next question harder or easier to ensure there is continuous support and challenge whilst ensuring each child finds success.

Sumdog Challenges

Class teachers can assign tasks and challenges to children in order to guide their learning. This ensures your child focuses on areas that support learning in class or areas that your child would benefit from further practice in. If your child has assigned tasks, they will be displayed once they have logged into Sumdog. If all assigned tasks are completed, they can continue to use Sumdog using the

Sumdog Competitions

There are monthly South Lanarkshire Council competitions for pupils to compete and be challenged through. Information about when these will take place will be shared the week before via Mrs Duff's newsletter.

All pupils will automatically be entered into the competition. They can complete Maths & Numeracy questions to earn points individually, for their class and for our school. At the end of the competition, pupils who have participated by playing will have earned points and climbed the leader board based on their accuracy.

How often should my child use Sumdog?

Your child can complete Sumdog learning activities daily, weekly or less often. Using the resource regularly will support your child's fluency, speed and accuracy when developing skills in numeracy, spelling and grammar.

How do I find log in details?

Your child's log in details are unique and can be found in the inside cover of their home learning jotter. If your child's password needs to be reset please contact Mrs Sloan at gw13collinshauna2@glow.sch.uk.

How does the teacher assess my child's progress?

The teacher's dashboard provides information about each child's progress including their level of engagement, accuracy and it identifies any areas of difficulty that your child would benefit from focused teaching on.

Targeted Learning: Read It

In order to develop fluency, confidence and a love of reading, we recommend that all children engage in reading activities on a daily basis whilst at home and at school.



For learners who are developing fluency, they will bring their class reading book each week to read at home. Where possible, this should be with an adult who can support this process.

Once a learner has developed adequate fluency and technical skill in reading, they will be supported to read for enjoyment at home. Pupils are encouraged to choose a book from our school library, or one which they have to enjoy at home and engage in reading activities based on the story. They should then access the Read It grids and choose an activity to complete which will enhance the development of reading and overall literacy skills.

How can I support my child?

Below gives an indication of the types of skills each stage is working towards.

Early Level (P1)

- Can your child hear/say the patterns within words?
- Encourage your child to say the sounds letters make in a word.
- Encourage your child to blend single letter sounds together to create words. (c – a – t = cat)
- Support your child to read from left to right and top to bottom.
- Encourage your child to use knowledge of sounds, letters and patterns to read words.
- Support your child to read aloud familiar texts with attention to simple punctuation.
- Uses context clues to support understanding of different texts.
- Ask questions about the text and ask your child to predict endings of unfamiliar texts.
- Engage in discussions about events, characters and ideas relevant to the text and encourage your child to share thoughts and feelings about stories.

First Level (usually P2, 3 & 4)

- Support your child to read aloud adding expression and showing understanding.

- Encourage your child to use a range of word recognition strategies to read unfamiliar or tricky words and decode unknown words by locating and pronouncing familiar letter patterns and blends.
- Support your child to use punctuation and grammar to read with understanding and expression.
- When reading non-fiction texts, ask your child to make use of and discuss the features of the text (e.g. Index, Contents page, Headings).
- Ask your child literal questions about a text (e.g. What is the main character's name?).
- Ask your child inferential questions about the text (Why do you think the main character wanted to...?)
- Encourage your child to share their own ideas about characters, writer's use of language, structure and/or setting.
- Encourage your child to share own ideas about the writer's message and, when appropriate, relate these to personal experiences.

Second Level (usually P5, 6 and 7)

- Ask your child to find parts of the story and encourage them to use skimming and scanning to hunt for information.
- Encourage your child to make notes about a text under relevant headings (e.g. 'Make notes of quotes every time the main character talks to their best friend.')
- Ask your child to discuss what they think are the main ideas, themes and genre of the text.
- Ask your child to create their own literal and inferential questions about the text.
- Support your child to make relevant comments about structure, characterisation and/or setting with reference to the text.
- Encourage your child to create their own text using their book as inspiration (e.g. continuing the story, creating an alternate ending, writing a character's diary entry).

Targeted Learning: Write It



As learners progress through school, their knowledge and skills in manipulating phonics to create words will develop. In a classroom environment, the teacher will provide or support the learners to create their own spelling words which follow a particular spelling rule, theme or focus. These lists will be shared on your child's Google Classroom and can be worked on at home.

How can I support my child?

Below gives an indication of the types of skills each stage is working towards.

Early Level (P1)

- Can your child write the correct letter sound for most of the letters of the alphabet in response to hearing the sound or a single letter sign?
- Ask your child to segment spoken words into sounds and write the letters corresponding to those sounds.
- Encourage your child to spell CVC (consonant, vowel, consonant) words, for example – bat, cat, tin, fin.
- Can your child spell most Stage 1 high frequency words correctly? (as issued by class teacher)
- Can your child write words from left to right?
- Reinforce that a space should be left between words when writing.
- Encourage your child to share feelings, experiences, information, messages or ideas in picture and print.
- Support your child to write a simple sentence gradually building up to 3 sentences.

First Level (usually P2, 3 & 4)

- Can your child spell most Active Literacy common words correctly? (as issued by class teacher)
- Encourage your child to use their knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.
- Can your child order items alphabetically by second letter of word?
- Encourage your child to use a junior dictionary to find and spell unfamiliar words.
- Give your child words with more than one syllable (polysyllabic) and ask them to spell them.

- Encourage your child to write independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark, or exclamation mark.
- Ask your child to link sentences using common conjunctions, for example, and, because, but or so.
- Encourage your child to start sentences in a variety of ways to engage the reader.
- Encourage your child to write in paragraphs.

Second Level (usually P5, 6 and 7)

- Can your child spell most Active Literacy common words correctly? (as issued by class teacher)
- Can your child apply their knowledge of spelling patterns, rules and strategies to spell most words correctly?
- Encourage your child to use unusual and ambitious vocabulary and make an attempt to spell it correctly.
- Encourage your child to use sentences of different lengths and types and varies sentence openings.
- Ask your child to link sentences together using a range of conjunctions, for example, because, however
- Support your child in reviewing and correcting writing to ensure it makes sense.
- Encourage your child to use a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/ or apostrophe.

Targeted Learning: Count It (Big Maths)



About Big Maths

Big Maths is a teaching programme used to help children to become numerate. Problem solving and word problems cannot be solved until children can manipulate numbers and understand how the number system works. Children are introduced to child-friendly terms such as ‘Learn Its’ and ‘Switchers’, to help them explore numbers and make them more confident and more successful. There is a strong emphasis on developing the recall of number facts, including number bonds and times tables. It is important and essential that children can recall maths facts rather than relying on their fingers or resources. This is referred to as Mental Agility. All children will have a daily CLIC session in class. Please see below for the outline of a CLIC Session.

CLIC Sessions

Children engage in daily CLIC sessions:

C – is for COUNTING

L – is for LEARN ITS

I – is for IT’S NOTHING NEW

C – is for CALCULATION

Counting (in class and at home)

Children will count forwards and backwards in all kinds of steps depending on their level, for example, in 1s, 2s, 3s, 6s or even 25s! When practising counting at home with your child, make sure you go forwards and backwards. Don’t always start at 0 – make sure they can count on from 75 to 106 for example.

Learn Its (in class and at home)

‘Learn Its’ are addition facts and times tables facts. There are 72 Learn Its in total. 36 addition Learn Its and 36 multiplication Learn Its. These are facts that the children learn off by heart, so when they are asked ‘What is 6+4?’ they are able to give the answer as quickly as they would be able to tell you their name. As soon as they know $3 \times 5 = 15$ they also know that $5 \times 3 = 15$ (This is known as a ‘Switcher’)

Your child’s teacher will select the weekly ‘Learn Its’ for your child to work on. These will be posted on your child’s Google Classroom. Please support your child at home to learn these.

Big Maths Beat That

Big Maths Beat That is a weekly timed test of your child's 'Learn Its'. The aim is to improve their score by one each time. You can help your child to improve their scores, by asking them to give you instant responses to their Learn Its while at home, the journey to school and throughout the day at the weekend. Little and very often is the key to success, so the information enters their long-term memory.

It's Nothing New (in class)

This is the most important aspect of CLIC – the way children become successful and properly numerate. Ideas that 5 things and 3 things are always 8 things. If we then change the 'thing' to tens for example, 5 tens and 3 tens = 8 tens. The key idea is that the learning is nothing new and is building on and extending previous learning.

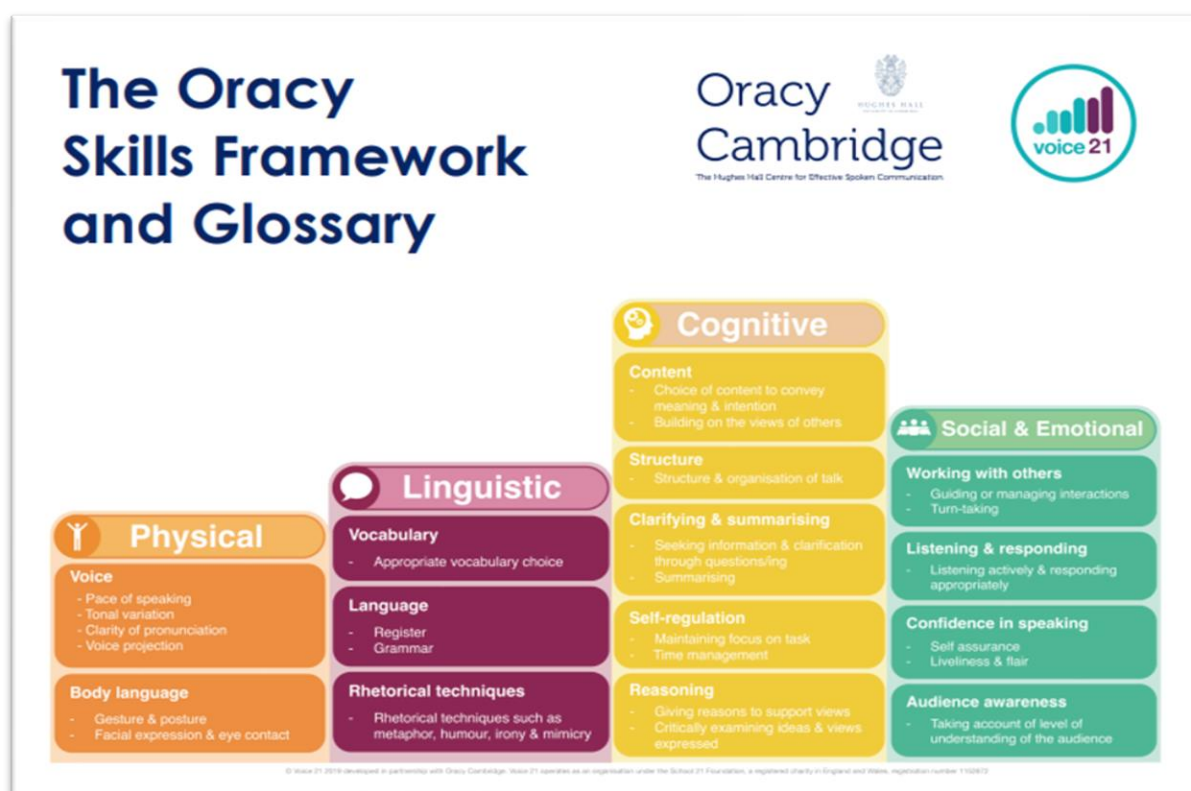
Calculation (in class)

This aspect of CLIC is when the teacher will work on developing the class's progress and understanding of addition, subtraction, multiplication and division. Big Maths clearly maps out which steps children should do in a clear order and helps teachers to identify next steps for individual children.

Targeted Learning: Say It



Developing skills in listening and talking is central to the progression of learning across all curricular areas. At West Coats Primary School, listening and talking is central to all learning experiences. To ensure continuous breadth, depth, challenge and progression classroom teachers plan talking and listening with a focus on the physical, linguistic, cognitive and social and emotional skills required for effective communication.



How can I support my child?

Below gives an indication of the types of skills each stage is working towards.

Early Level (P1)

- Encourage your child to speak clearly.
- Can your child talk clearly to others in different contexts, sharing feelings, ideas and thoughts?
- Ask your child to recount experiences, stories and events in logical sequence for different purposes.
- Encourage your child to share feelings and understand the feelings of others.

- Encourage your child to take turns when listening and talking in a variety of contexts.
- Give your child simple instructions and ask them to follow them.
- Ask your child questions and allow them to respond appropriately.
- Read a text to your child and ask them questions about it.

First Level (usually P2, 3 & 4)

- Does your child communicate clearly and audibly?
- Support your child to take turns and contribute at the appropriate time.
- Encourage your child to listen and respond appropriately to others in a respectful manner, for example, by nodding or agreeing, asking and answering questions.
- Ask your child to listen to or watch something and make simple notes, progress to making headings.
- Watch a programme or listen to a story with your child and then discuss it with them.
- Ask your child to listen to something and then discuss what new words they have learned. Try to use those words during the week.

Second Level (usually P5, 6 and 7)

- Does your child communicate clearly, audibly and with expression?
- Ask your child to prepare a presentation or talk on a given subject.
- Encourage your child to use body language, eye contact, pace and tone when they are speaking.
- Encourage your child to show respect for the views of others and to offer their own viewpoint.
- Support your child in asking questions, clarifying points and supporting other people's opinions.
- Ask your child to create notes from multiple spoken texts and ask them to merge the main ideas or identify contrasting facts and opinions.
- Ask your child to watch or listen to information and use a range of ways to organise the information gathered (graphics, mind maps, posters etc)

Targeted Learning: Do It



Physical activity and exercise are an important aspect of keeping fit and healthy. At school, we learn about different sports and develop transferrable skills which we use when playing individual and team sports.

At home, it is important that pupils have the opportunity to continue this physical development and the Do It grids provide context for this.

How can I support my child?

Below gives an indication of the skills each stage is usually working towards.

Early Level (usually P1)

- Can your child show awareness and control of personal space and body parts when moving or completing activities?
- Is your child beginning to demonstrate eye/hand and eye/foot co-ordination required for movement skills, for example, can they pass an object from one hand to the other?
- Can your child listen to and make sense of two/three pieces of information, for example, bounce the ball when moving forwards?
- Can your child move their body and themselves at different speeds?
- To what extent does your child understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships?

First Level (usually P2, 3 and 4)

- Can your child recognise the need for personal space and adapt their movements to avoid collisions etc. when moving or completing activities?
- Can your child use their eye/hand and eye/foot co-ordination required for movement skills, for example, track the flight of the ball with the eyes, then catch it?
- Can your child utilise their coordination skills to manipulate objects whilst holding a balance? (e.g. Can they throw/catch a ball whilst balancing on one foot?)
- Can your child order a series of movements with or without equipment to create a sequence, showing increasing balance, rhythm and control?
- Is your child able to participate in moderate to vigorous physical activity, stating how the body feels before, during and after?

- Can your child move at different speeds and are they able to maintain balance whilst changing direction quickly?
- Does your child demonstrate short bursts of fast movement from stillness?
- To what extent does your child understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships?

Second Level (usually P5, 6 and 7)

- Can your child perform and refine movement with a focus on quality, using different speeds/pathways/levels?
- Can your child differentiate between movements of different parts of the body, with a focus on quality, for example, rolling segmentally, leading first with the head, followed by the shoulders and then the pelvis?
- Encourage your child to combine and apply static and dynamic balance with and without equipment at different speeds, directions and levels, for example, dodging and feinting.
- Is your child able to perform a sequence of movements with a clear beginning, middle and end with increasing fluency, for example, a cartwheel followed by a forward roll?
- Does your child move with purpose and confidence, demonstrating balance, control and rhythm?
- Does your child perform movement skills with confidence?
- Encourage your child to control impulsive responses to stay focused on task and filter out distractions.
- Is your child self-motivated in movement challenges and do they demonstrate positive effort?
- Encourage your child to demonstrate self-reliance when faced with movement challenges in familiar and unfamiliar practice and performance environments.
- Does your child demonstrate understanding of how to sustain moderate to vigorous physical activity that provides challenge and do they have an understanding of heart rate and how to measure it?
- Encourage your child to set goals to improve their core balance and stamina, speed and ability to sustain vigorous physical exercise.
- Encourage your child to exercise their rights appropriately and accept the responsibilities that go with them, for example by showing respect for the rights of others.
- To what extent does your child understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships?

Intensive Support

When a child is identified as needing additional support in order to achieve, a short-term intensive home learning support plan may be established. In this case, the class teacher and parent/carer would agree on focused, measurable targets and home learning activities would be provided to cater to this.

Contact us

We look forward to working together to support the learners at school. Please use the following details to contact the school:

Pupil Absence - Please contact the school office on 0141 641 1384

Parent Pay / Parent Portal queries - Please contact the school office on 0141 641 1384 or email office@westcoats-pri.s-lanark.sch.uk

Administration of Medicine / Special Diet Request - Please contact the school office on 0141 641 1384 or email gw14westcoatsoffice@glow.sch.uk

Depute Head responsibility for P1-3 pupils - Please contact Miss Laura Miller on 0141 641 1384 or email gw14westcoatsoffice@glow.sch.uk

Depute Head responsibility P4-7 pupils - Please contact Mrs Shona Cameron on 0141 641 1384 or email gw07cameronshona@glow.sch.uk

Progress in Learning - Please contact the school office on 0141 641 1384. A member of the teaching team will return your call.

Additional Support Needs - Please contact Mrs Shona Cameron on 0141 641 1384 or email gw07cameronshona@glow.sch.uk

School Improvement – Please contact Mrs Kirsty Duff on 0141 641 1384 or email headteacher@westcoats-pri.s-lanark.sch.uk

Nursery - Primary 1 transition / new enrolments - Please contact Miss Laura Miller on 0141 641 1384 or email gw14westcoatsoffice@glow.sch.uk

Primary 7 - S1 transition - Please contact Mrs Shona Cameron on 0141 641 1384 or email gw07cameronshona@glow.sch.uk

Complaints - Please contact Mrs Kirsty Duff on 0141 641 1384 or email headteacher@westcoats-pri.s-lanark.sch.uk