

What are you 'learning'?

The language that we use and the questions that we ask our children can have a profound impact on the way that they reflect upon their 'learning.'

We often ask our children 'What have you done at school today?' to which they might reply 'P.E.' or 'art.' If we ask our children what they have **learnt** then we're more likely to receive a more informative response and get to the heart of their learning.

A really important tip as a parent is to get into the habit of talking about '**learning**' as opposed to talking about 'work' or asking 'what have you done?'

We encourage children to **reflect intelligently** on their learning and develop as **independent learners**. The way that you question your children can help to shape their attitudes towards learning and promote a positive mindset. Open questions are more likely to develop **thinking skills**, rather than questions that simply require closed answers.



A long, hard day!

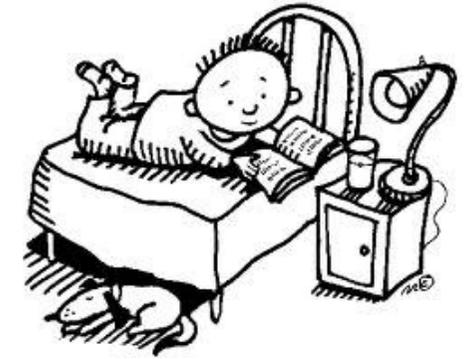
Acknowledge that your children work hard at school, enjoy a very full day and may be tired. It is perfectly natural for them to not want to talk about school! Some children like to share everything in great detail, others create very distinct boundaries between school and home.

OF COURSE IT IS GREAT TO SHOW A GENUINE INTEREST IN YOUR CHILD'S SCHOOL DAY, BUT AVOID PUTTING TOO MUCH PRESSURE ON YOUR CHILD AND RECOGNISE THE IMPORTANCE OF SPENDING TIME TOGETHER AS A FAMILY, AND THAT WE ALL NEED TIME TO SIMPLY RELAX!

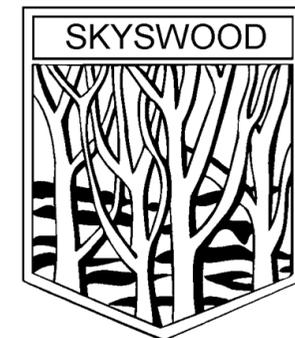
Clear routines

Children benefit greatly from clear structures and routines. It is essential to establish routines at home that suit your child and your family. Think about the best times for them to do their home learning tasks and try to keep it as consistent as possible, avoiding a last minute panic or rush! It really raises the profile of your child's learning if you spend time **talking to your children** and **listening to their ideas**. But remember, you want them to develop as **INDEPENDENT LEARNERS**, so resist the temptation of taking over or making your child over-reliant on your parental input!

Parent Information Booklet



Home Learning



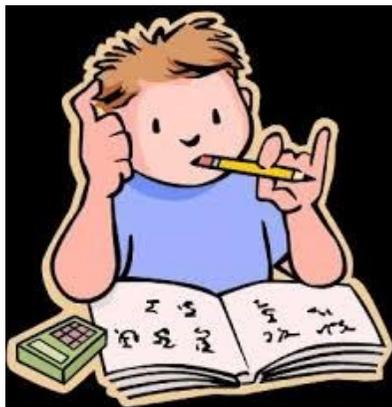
Skyswood Primary &
Nursery School

Promoting a Love for Learning

Our school vision is 'to provide a happy, caring and challenging environment where children will recognise and achieve their full potential, developing a **love for learning** in an ever-changing world.'

As adults, many of us may not look back on our own school homework with the fondest of memories, for many of us it may have simply been considered as a necessary chore!

Our aim is to make home learning as exciting as possible, and stress-free for children and their parents, ensuring that home learning tasks are relevant, interesting and appropriate in terms of time and content.



Key Stage 1

In the infants the main focus for children (and their parents) should be on developing a genuine love for reading. Enjoying books with your child is one of the most rewarding joys of being a parent. This is an age where you will often find a sudden surge of confidence and notice rapid progress in terms of fluency. Support with spellings and maths cards is of great benefit to your child, but the advice is to practise these 'little and often' rather than for lengthy periods of time. Give your children lots of praise and do all that you can to make home learning experiences comfortable and fun!



Our school website, along with our termly 'welcome' letters, gives an overview of the topics that are covered throughout the term. It is helpful to discuss these topics, visit the local library or go on a family outing to enrich or extend your child's learning. Walks, trips to the park and time spent with friends and family are equally important and such activities should never be under-estimated in terms of their educational value!

Key Stage 2 Learning Logs

Learning Logs give the children a choice of three activities for home learning. Our children have produced some inspiring work through their learning logs over the past couple of years, and the vast majority of our children enjoy the element of choice.

Ordinarily, tasks should take no longer than half an hour, or forty minutes in Year 6 (sometimes children choose to spend a little longer on a challenge.) Children may also choose to complete more than just one of the tasks. This is absolutely fine, but we do encourage children to reflect on the time spent and develop their ability to manage their own time sensibly and efficiently. (At secondary school it would be impossible to spend two or three hours on each individual piece of homework!)

Some children can be 'perfectionists.' It is lovely to see care taken over a task, and for tasks to be well presented, but it is important to keep a sense of perspective and **BETTER TO MAKE THE ODD MISTAKE THAN TO START ALL OVER AGAIN, ESPECIALLY WHEN THIS CAUSES ANXIETY OR FRUSTRATION.** Time spent on home learning should be stress free!

