






# Home learning approaches

## Planning framework

The most effective learners can self-regulate and organise their approach to learning. They are aware of their strengths and weaknesses and have well developed metacognitive strategies that help them to learn. Metacognitive strategies can be taught, and are particularly powerful when they are subject specific. These metacognitive strategies will be particularly important for your pupils if you can't be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt. This framework is for a learning sequence, and is unlikely to take place within a single session.

Approach	What is it?	Tasks (consider both <b>online</b> and <b>offline</b> tasks)
<b>Activate</b> 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	TEAMS meeting to give reminders of prior learning and instructions, then recap learning later in the day. Knowledge organisers with prior learning and new knowledge/vocab are shared. Reminders in phonics sessions of HFW and previous/other letter sounds. White Rose Maths PPTs – sequential learning. Some pre-recorded lessons include prior learning.
<b>Explain</b> 	Explicitly teaching strategies to pupils and helping them decide when to use them.	Clear explanations and modelled teaching from White Rose Maths power-points. Pre-recorded teaching sessions using Letters and Sounds and Oak National Academy. Talk for Writing process and resources. Resources to support learning such as word mats, 100 squares. TEAMS meetings to share strategies and instructions for daily tasks.
<b>Practise</b> 	Pupils practising strategies and skills repeatedly, to develop independence.	Handwriting and spelling practise. Reading practise – school scheme and online texts Use of subscribed sites – to practise and repeat prior learning: TTRS and The Spelling Shed. Revisiting concepts and previous learning, to consolidate knowledge, skills and understanding.
<b>Reflect</b> 	Pupils reflecting on what they have learnt after they have completed a piece of work.	TEAMS meetings to reflect on day's learning and address any misconceptions and errors. Mark work and give feedback. Feedback on learning through weekly phone calls. Assessment of learning on Insight or Tapestry.
<b>Review</b> 	Revisiting previous learning after a gap.	Assessment and checks inform next steps plans and adapted curriculum. Use assessment to inform next steps planning. Adapt the curriculum to address missing gaps in learning. "Catch up! Intervention for those most in need, then other groups where possible.