



TRINITY CATHOLIC HIGH SCHOOL
(Science & Sports College)
A Parental Guide for
Supporting Learning
in the Home



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Homestudy

What is Home study?

Home study is defined at Trinity to be any task or activity that students may be asked to complete outside of the lesson that supports and consolidates the learning completed in class. It may take various forms such as: research work, rote learning of facts/quotes; spellings, consolidation of skills, extended writing, portfolio work etc. It is imperative that students develop independent research skills from an early age and develop a culture of study through a daily routine of attending school and then completing homestudy. We have designed this guide to support parents when helping their children with home study tasks. All students at Trinity keep a journal in which all home study tasks are written down. Parents are asked to check this on a weekly basis to ensure that work set has been completed. Parents are required to sign the journal at the end of each week when all home study has been completed to a high standard. We request that parents/guardians check the journal to find any comments from the class teacher; these comments may be in regard to praise or sanctions.



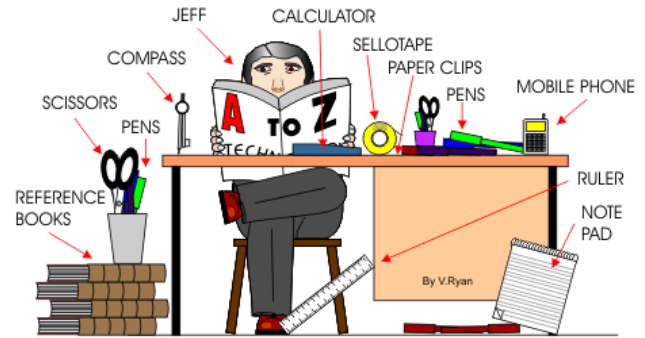
Where to work?

Students may want to do their study in their own room or they may want to do it at the kitchen table. Ideally, it is best to nominate somewhere at home as a home study area that has a flat surface and a good light source. Turn off the television while home study is underway but do not discourage listening to quiet music if your child finds it helpful. Ensure that your son/daughter completes home study in an area that can be monitored so that they do not become distracted by the temptation of the TV, social networking sites etc. Mobile phones should be switched off.



Organisational help:

Organisation can be difficult for some students and you may want to get your child into the habit of sorting out their school bag the night before school so that they have all of the resources and work that they require for the next day. You may find it useful to have a copy of your son/daughter's timetable displayed in the home so that you can help them with this.



- Have equipment handy— paper, pens, ruler, highlighters, calculator etc.
- Have a place where they can access a dictionary, Bible and **bilingual** dictionary.
- Establish a daily routine—stick in worksheets from the day's lessons or if they have worked on paper, ensure that these are stuck into exercise books.

Help them manage their learning:

- Discuss subject learning journeys and knowledge organisers with students – do they know what they are learning and why? These documents should be reviewed at home on a regular basis.
- Help your child to develop independent learning strategies by modelling how to look up information or find a word in a dictionary rather than simply giving an answer in order to get the task completed. Help them but do not do it for them!
- Be interested—get your son/daughter to explain the task to you and repeat it back to them—this helps to clarify the task in their mind.
- Read the comments made by teachers in their books—they will give you advice on how your child can improve their work. **Encourage your son/daughter to respond to teachers' comments in green pen.**
- Encourage them to complete the work the night it is set whilst it is fresh in their minds.
- Check that they have used all of the resources available to them to help with the task: teacher, textbook, friend, classwork examples in their books, and any online resources.
- Help your child to make the links between subjects; often skills learnt in class are designed to be transferable to other subjects.
- See if there are any educational programmes on TV that link in with what they are studying in school; free museum trips and the local library are great ways of extending their learning.
- Help your son/daughter to catch up on work missed through absence from school; it is important that students independently find out about the work that was set on that occasion.

The Extras:

1. Encourage your child to take pride in the presentation and quality of their work.
2. Headings, dates and titles in exercise books should be underlined with a ruler.
3. Proof-read work with your child to ensure that what they have written makes sense.
4. Check spellings, punctuation and grammar.
5. Has your son/daughter used full sentences?
6. Have they used pencils for drawing and a ruler for axes on a graph? Do their diagrams / graphs have a title?
7. Students should not copy from the internet/books when undertaking research tasks. Talk about the information together, tease out the key facts and help your child to write these down as brief notes and in their own words.
8. Make sure that internet research has been personalised i.e. being selective so that only that which is related to the topic is used.
9. Encourage your son/daughter to draft ideas before going straight into their best work.
10. Encourage your son/daughter to word process work, where appropriate.
11. Encourage your son/daughter to carry Art/Design work home in an A3/A4 portfolio.

Marking your child's work:

Teachers regularly mark students' work giving diagnostic comments indicating how to move forward in their learning in that area. Codes such as WWW "What Went Well" and EBI "Even Better If" are often used by teaching staff and indicate how students can improve their work. Students are expected to read and respond to teacher's feedback and correct work as appropriate. Incorrect spellings should be correctly copied out 3 times in green pen and revised. Key words should be highlighted.

Students will be given clear success criteria for their homework and students should understand the expectations of the task set —this will be explained to them by their class teacher.

Parents should be familiar with the '**Marking Symbols**' used by all staff across the school. These will appear on the "Expectations of Written Work" document which can be found in the inside cover of exercise books.

Common Marking Symbols

| MARK | MEANING |
|------|----------------------------------------------------------------------|
| Sp | Spelling mistake; the incorrect word may be underlined or circled |
| // | New paragraph needed here |
| ^ | Omission - something has been missed out |
| ? | What do you mean? [It doesn't make sense] |
| p | A punctuation error. The type of error may be shown next to the mark |
| Exp | Rewrite this short section at the end, to improve the expression |
| ✓ | Well written section - apt and clear |
| ✓✓ | Striking or imaginative writing |
| T | Change the tense of the verb |
| C | Capital letter needed |

Support for home study:

The following forms of support are available to students:

- Many departments provide workshops, at lunchtime or after school to support students in their learning.
- Students having difficulty with homestudy are advised to speak with their teachers – support will always be provided.
- The school library has extended opening times and IT rooms provide facilities and resources to support students' learning.
- Support for the development of study skills is built into the curriculum via discrete provision.
- The school's online platform 'Office 365' has a wealth of materials/resources and references to support students in their home study.
- After- school home study clubs are provided at KS3 and KS4 to support students to develop disciplined study habits and to complete home study.

Subject Specific Advice:

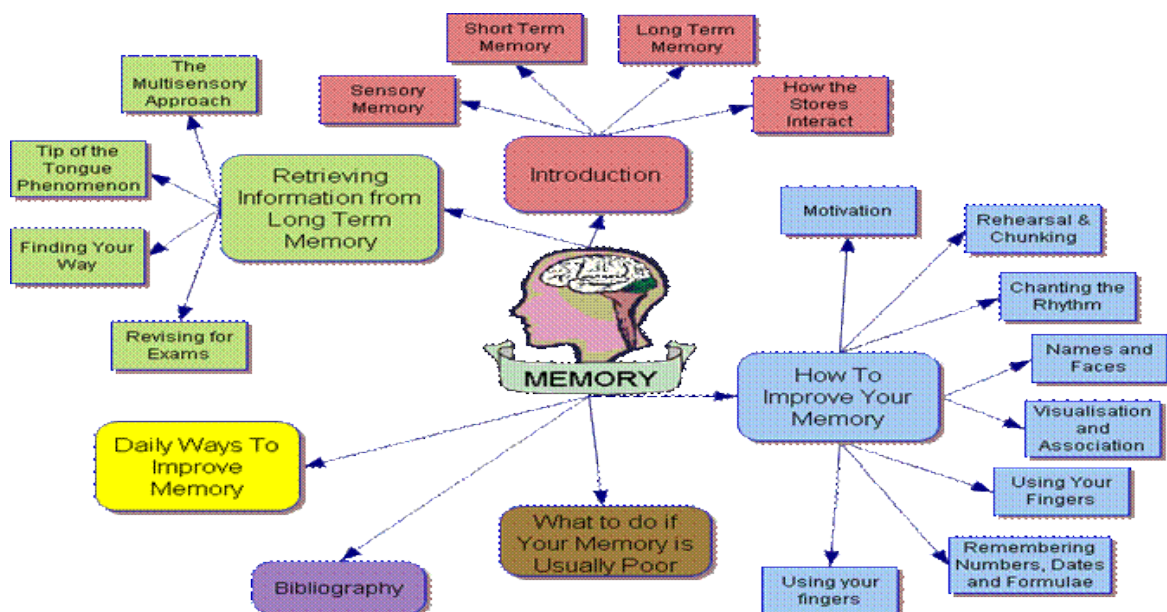
At the end of this booklet you will find a list of useful websites that again can be used to support learning in the home.

If parents have any direct concerns regarding specific subjects, then please feel to contact the class teacher via the school journal.

Revision

Students will have tests in the autumn term and summer term in all subjects. All students are expected to be making expected progress in every subject. It is most important that students get into good practise early in their academic career and revise thoroughly for each assessment. Revision is an essential part of the assessment process. In order to revise effectively, the following tips should be taken on board:

- Make sure that important dates for tests are highlighted on a calendar.
- Students should begin intensive revision at least 3-4 weeks before their tests begin.
- Encourage your child to revise every day and not only on the night before the test.
- Refer to subject knowledge organisers as they will contain the crucial points that students need to learn and be able to articulate.
- Plan a schedule / revision timetable, so that time can be devoted to each subject.
- Use exercise books and websites such as 'BBC Bitesize' to aid revision.
- Make revision **active** NOT just reading—use “look, cover, write”, question and answer, practise calculations, cue cards and mind maps.
- Students should not revise for more than 40 minutes in any one revision session. Regular 15 minute breaks should be planned into revision timetables.
- Students should revise the subjects they find most difficult first of all.
- Parents should support their child by testing them on information to be learnt – useful information can be found on Knowledge Organisers.



Numeracy

In this section, we aim to give ideas on how you can support your child with their maths at home. We hope that you will find some of the ideas useful. If at any time you are concerned about your child's progress in maths, then please feel free to contact their teacher via the journal. Our aim at Trinity is for all students to achieve their full potential in maths and together we will achieve this.

- Make sure that your child has their exercise book open at the relevant examples covered in class – at Trinity we use “I Do”, “We Do” and “You Do” whenever new skills/knowledge are being introduced in class so there should always be an example that you can refer to.
- Make sure that your child has referred to the relevant knowledge organiser as this will have some key tips / facts that can be used.
- If still stuck, then use the website <https://vle.mathswatch.co.uk/vle/>, your child will be using this regularly for homestudy and it contains useful video clips for each topic. The videos talk through how to complete various questions.

To further support developing numeracy, the following activities can be used:

- Use games to reinforce numeracy skills such as countdown, card games, darts, monopoly, snooker and pool, bowling and dominoes, for example.
- Practise estimating – e.g. what do they think the bill will come to when shopping, in a restaurant etc.
- Provide practical examples where mathematical skills are used such as measuring out ingredients for cooking, planning the costs of redecorating a room – how much paint is needed? finding the cheapest way of travelling etc.
- Use websites such as “Numeracy Ninjas” to revise key skills.

Lexia Power Up Literacy

For **SELECTED** students in Years 7 -11

What is Lexia Power Up Literacy?

Lexia® PowerUp Literacy® is designed to help students in Years 7 and above become proficient readers, confident learners and GCSE-ready.

PowerUp Literacy® primarily targets Key Stage 3 pupils who lack the basic reading, academic vocabulary and the comprehension skills necessary to fully access and engage in the secondary curriculum. This research-evidenced and age-appropriate solution can also be used for those in Key Stage 4 who require similar support.



Why do we use Lexia Power Up Literacy?

PowerUp® helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyse, evaluate, and compare increasingly complex literary and informational texts. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, Lexia PowerUp® empowers secondary teachers, regardless of their background or expertise in reading, to deliver the exact instruction each student needs to become a proficient reader.

What is the program structure?

What differentiates Lexia products from ed-tech games or test prep programs is the incorporation of a structured and systematic approach to literacy instruction that builds upon prior learning in a sequential manner—from simple to complex, ultimately reducing dependency on the teacher and transitioning responsibility to the student.

PowerUp Literacy® initially assesses students' reading abilities and automatically places them at the appropriate level in 3 Study Strands:

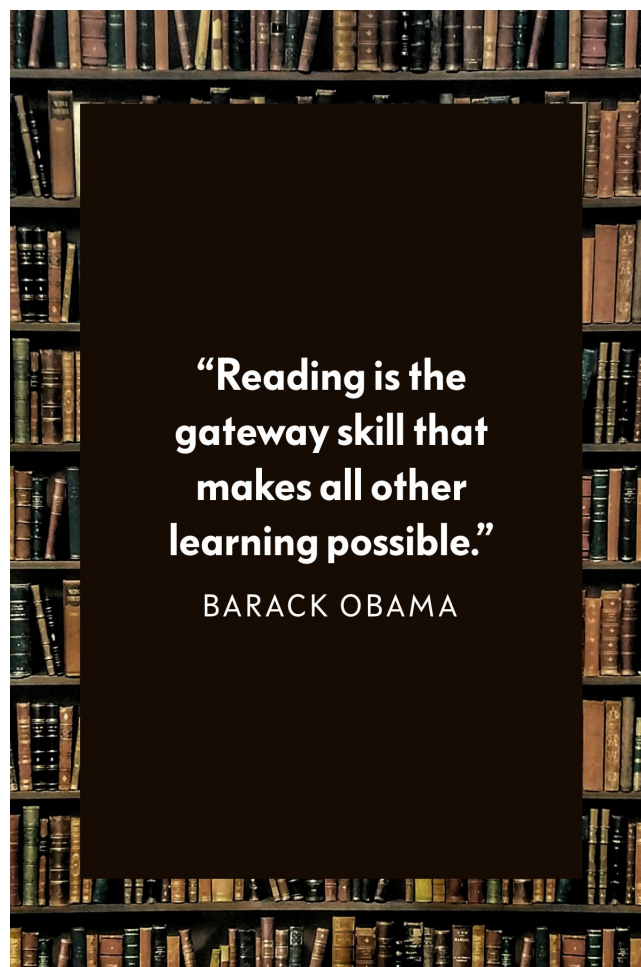
- Word study – targets gaps in basic reading skills and develops academic vocabulary.
- Grammar – improves written composition and reading comprehension.
- Comprehension– teaches the skills required for higher order text analysis.

Once placed, students work independently on each strand where they can monitor progress on their personal dashboard. To support independent learning and maximise time on the program, Lexia® PowerUp Literacy® Reading can be used at home and is available on multiple devices including iPad®.

Reading Tips

At Trinity, we are committed to ensuring that all students are exposed to a rich curriculum that encourages extensive reading of whole books and other types of texts. We believe that active encouragement of reading for pleasure is a core part of every student's educational entitlement, whatever their background or attainment because extensive reading and exposure to a broad range of texts contribute widely to each student's educational achievement. Staff at Trinity are required to be 'reading role models' for students, encouraging them to read widely through recommendations from their own reading.

Establishing a positive attitude towards reading in the home is the first step towards improving reading skills in children. On the next page there are some suggestions to help overcome common challenges your child might encounter when reading.



Reading Tips

- Even though your child is almost a teenager, reading to your child, listening to your child read is still a most valuable tool. You can also encourage independence by leaving them to read alone, and listening to audio books. Try to discuss this independent reading and swap ideas about good reads in an informal way. YA fiction (young adult) is just as enjoyable for adults as it is for teenagers so parents may even discover books that they fall in love with following recommendations from their children.
- Share the variety of your reading with your child: books, magazines, websites, and Apps. Show how reading can help you follow your interests. Help them to join appropriate blogs, online communities, and clubs that link to their hobbies whether it is swimming, football, dance, music, or something completely different.
- Talking about stories, poems, and information books can help your child understand books in different ways. It is not just about what has happened or who did what, talk about what a book means to your child and whether they think there are any less obvious meanings that the author wants us to spot.
- If your child has been asked to research a topic, talk to them about how they will tackle the task. Remind them to look in books and to use the library as well as the internet. Talk to them about how you decide what to use, what to reject, as well as how you know which sources to trust.
- It is important to value your child's choices, even when they wouldn't be your first choice. Children enjoy reading series of books, such as *The Hunger Games*, or *Harry Potter*, or books by one author. These really help with their reading pace and stamina. However, over time it is a good idea to try to gently move them on to keep their reading experience fresh and broad. Use booklists, websites (see below), and/or experts such as librarians, teachers and booksellers. Age appropriate books are vitally important to the development of a child's vocabulary.

Spelling Tips

Learning to spell correctly is a crucial skill for life.

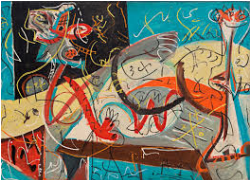

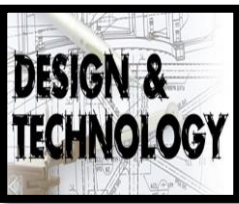
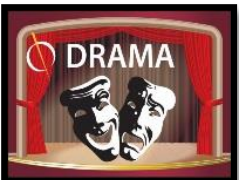



At Trinity, each department will give students a list of spellings to learn each half term and they will be tested on these during class. Vocabulary lists for year 7, 8 & 9 can be found on the school's website and parents are encouraged to review these.

We encourage parents to support their son/daughter in learning these spellings by using such strategies as "Look, Cover, Write, Check" etc.

Many words in the English language follow specific rules, and children will be taught these rules at school. However, some words just have to be learnt. If you and your child are looking for some different activities to get the spellings of words learnt, try these:

- Use each word in a silly sentence. The sillier the sentence, the more memorable. Underline the spelling word in each sentence.
- Write a sentence or short paragraph that contains every single one of your words.
- Write each word and incorporate it into a silly picture. For example, if one of the words is 'thumb' draw a hand with the word itself instead of the thumb.
- Write your words as anagrams (mixing up the letters). Can you work out which one is which?
- Make a mini-dictionary. Sort the words into alphabetical order then write them out with a definition next to each one. For a challenge, see if you can also say whether each word is a noun, verb, adjective etc.
- Play hangman with a partner, using your words.
- Play charades with the words. When each one is guessed, spell it.
- Make a word search with your words and list them underneath.
- Write out the words on the computer. Use different fonts and different colours for the different letters.


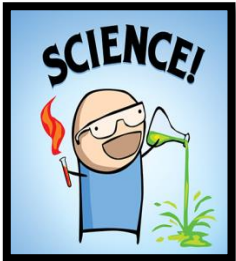


Useful Websites

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|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><u>ART:</u></p> <p>www.bbc.com/bitesize/subjects/z6f3cdm www.bbc.com/culture/tags/art-history</p> |
|  | <p><u>COMPUTING:</u></p> <p>https://www.bbc.com/bitesize/subjects/zvc9q6f http://www.microbit.org/code/ http://www.cs4fn.org/ https://www.thinkuknow.co.uk/11_13/</p> |
|  | <p><u>DESIGN AND TECHNOLOGY:</u></p> <p>www.mr-dt.com www.designmuseum.org www.howstuffworks.com www.technologystudent.com</p> |
|  | <p><u>DRAMA:</u></p> <p>www.rsc.org.uk/noughts-and-crosses https://getintotheatre.org/ http://ntlive.nationaltheatre.org.uk</p> |
|  | <p><u>ENGLISH:</u></p> <p>https://www.bbc.com/bitesize/subjects/z3kw2hv https://www.bl.uk/learning/schools-and-teachers www.electricliterature.com www.poetryfoundation.org</p> |
|  | <p><u>HOME ECONOMICS:</u></p> <p>https://www.nutrition.org.uk/ www.nhs.uk/change4life www.foodafactoflife.org.uk www.food.gov.uk</p> |
|  | <p><u>GEOGRAPHY:</u></p> <p>www.bbc.co.uk/education/subjects/zrw76sg www.geographyalltheway.com/ks3_geography.htm www.geography.learnontheinternet.co.uk/ks3/index.html</p> |

Useful Websites

| | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><u>HISTORY:</u></p> <p>www.schoolshistory.co.uk www.bbc.com/bitesize/subjects/zk26n39 www.educationquizzes.com/ks3/history</p> |
|  | <p><u>MATHS:</u></p> <p>https://www.bbc.com/bitesize/subjects/zqhs34j https://vle.mathswatch.co.uk/vle/ www.nrich.maths.org.uk www.emaths.co.uk</p> |
|  | <p><u>MODERN FOREIGN LANGUAGES:</u></p> <p>https://www.pearsonactivelearn.com/app/Home (Spanish) www.duolingo.com (Spanish) https://quizlet.com/en-gb (Spanish) https://www.bbc.co.uk/languages/spanish/ (Spanish) http://www.wordreference.com (Spanish) www.zut.languageskills.co.uk (French) https://www.co.uk/bitesize/subjects/zgdqxb https://language-gym.com/#/</p> |
|  | <p><u>MUSIC:</u></p> <p>https://www.topmarks.co.uk/Search.aspx?q=orchestra www.ukulelehunt.com https://www.educationquizzes.com/ks3/music</p> |
|  | <p><u>PE:</u></p> <p>http://www.teachpe.com/ https://www.bbc.co.uk/education/subjects/znyb4wx https://www.brianmac.co.uk/</p> |

Useful Websites

| | |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><u>THEOLOGY:</u> www.biblestudytools.com/commentaries/ www.bbc.co.uk/religion/religions/ www.bbc.com/bitesize/subjects/zb48q6f https://</p> |
|  | <p><u>SCIENCE:</u> www.doddlelearn.co.uk/app/login https://www.kerboodle.com www.bbc.co.uk/bitesize/subjects/zng4d2p https://www.youtube.com/user/virtuelschooluk www.tassomai.com</p> |
|  | <p><u>TEXTILES:</u> https://www.bbc.co.uk/bitesize/subjects/zfr9wmn https://www.bbc.co.uk/bitesize/guides/zfr3rwx/revision/1</p> |
|  | <p><u>GENERAL:</u> www.bbc.co.uk/education/ www.bbc.co.uk/schools/ks3bitesize www.thenational.academy</p> |