



Striving together for excellence and enjoyment

Home Learning Policy including Parent Partnership

Policy updated: June 2023

Policy Review: July 2025

Signed (Headteacher)

Signed (Chair of Governors)

We believe that home learning (also known as homework) is an essential part of pupils' learning and supports and extends the learning that has taken place in the classroom. Home Learning is never intended to be new learning that has not been taught in the classroom.

Home Learning:

- is set regularly as a means of reinforcing and extending learning by building upon taught skills.
- is differentiated to meet the needs of individual pupils, including those who need to be stretched and challenged and those needing additional support.
- should be understood by pupils and parents through strong communication by school staff.

Home Learning will involve some or all of the following activities:

- Reading
- Spellings and Phonic Activities
- Learning number facts and calculation practice, including problem solving (multiplication tables, number bonds, etc)
- Other tasks to extend work done in class, including topic-based work.

The nature, type and amount of home learning will vary according to the age and ability of the pupil. Setting the right type and amount of homework for children with special educational needs will need careful consideration by the class teacher and co-ordination with both the SENCo and parents.

Home Learning tasks for SEN children will:

- have a very clear focus and time-guideline
- give plenty of opportunities for pupils to succeed
- help develop social as well as other skills where necessary
- be varied - and not purely written assignments
- be manageable for teachers and supporting adults at home.

Through the provision of a variety of activities and approaches to home learning we aim to:

- raise standards in all curriculum areas but particularly basic skills in Maths and English
- create and foster a sound partnership between parents and teachers with regard to children's learning
- consolidate/reinforce pupils' skills, knowledge and understanding of work covered in class
- improve pupils' attitudes to learning and independent learning skills

Teachers will:

- give reasonable time for its completion
- match tasks to time and as far as possible to the abilities of the children
- provide quality feedback to children on their progress.
- mark home learning with the same detail that all learning in class is marked
- celebrate effort alongside achievement
- provide additional guidance for parents as part of termly curriculum letters
- respond to parental comments/concerns
- raise concerns regarding non completion with parents and children sensitively to understand the reasons for this.

Parents/Carers are asked to:

- provide a suitable place in which your child can do their homework, preferably with an adult to discuss, encourage and support
- make it clear to their child that home learning is valued and support the school in explaining how it can help learning
- encourage their child and praising them when they have completed work set
- sign and dating their child's completed homework to show that it is a true reflection of their best efforts
- ensure work is complete and returned to school on time
- check their child spends a suitable amount of time on homework
- raise concerns/difficulties with their child's teacher to enable them to support your child further

Additional ways that families can support learning include:

- visits to libraries, museums etc.
- cooking together especially when talking about weights and reading recipes
- taking their child swimming
- playing games, e.g. board games, cards, ball games
- watching informative TV programmes together
- providing opportunities for craft activities, e.g. cutting, sticking, sewing, painting etc.
- gardening and growing plants
- using the internet to research with their child (following guidelines for safe internet use)
- talking to their child about schoolwork, their day, what they have been learning about and how they have been learning

Home Learning Expectations

All home learning will be set on a Thursday and is due back on a Tuesday with the exception of the Speaking and Listening task (see below for further details.)

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Reading	Reading ideally daily and at least four times a week (see Reading Policy with Parent Partnership for further details)						
						Reading skills worksheet including comprehension	
Speaking and Listening	Over the school year, each child will be asked to give a presentation to their peers. These will start after October half term. These presentations will be shared in a weekly assembly to the child’s class. In the first half term we will model and teach the skills to support children to prepare these presentations. The audience will be expected to listen and ask relevant questions.						
Maths	Practical Maths activity linked to learning in class (large scrapbook provided for informal recording)	Maths activity linked to learning in class eg. number bonds/number investigations (large scrapbook provided for informal recording)	Maths activity linked to learning in class eg. number bonds/number investigations	Times Tables Rock Stars ideally daily and at least three times per week			
				Maths worksheet		Reasoning style questions worksheet	
Phonics/Spelling	Phonics/Spelling Game linked to learning in class (large scrapbook provided for informal recording)	Phonics/Spelling Activity linked to learning in class (large scrapbook provided for informal recording)	Spellings to be practised and tested linked to a spelling/ phonics pattern that has been taught.	Spellings to be practised linked to a taught spelling unit and tested.			
				Differentiated Spelling, Punctuation and Grammar worksheet			