

Home Learning Policy



Date of Policy:	December 2025
Responsibility:	Senior Leadership Team
Review Date:	December 2028
Consultation:	This policy was written in consultation with staff, parents, children & governors.

ETHOS STATEMENT

It is the aim of the Governing Body of St Margaret's CE VA Primary School to develop policies and procedures which support the school's vision of:

“Learn to Love, Love to Learn, Strive to Serve”

INTRODUCTION

Home Learning is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Home Learning encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents/carers who spend time reading stories to their children before bedtime are helping with Home Learning.

RATIONALE

Home Learning is a very important part of a child's education and can add much to a child's development. We recognise that the educational experience which any school can provide by itself is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see Home Learning as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners and we believe that doing Home Learning is one of the main ways in which children can acquire the skill of independent learning.

Home Learning plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While Home Learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our children. We are well aware that children spend more time at home than at school and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

AIMS & OBJECTIVES

The aims and objectives of Home Learning are:

- to enable children to make maximum progress in their academic and social development;
- to help children develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

TYPES OF HOME LEARNING

Staff and children regard Home Learning as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. The tasks sent home are designed to support children in extending or applying their core learning (reading, writing, maths or phonics) skills from school.

As we recognise that not all learning is prescribed (i.e. some is incidental learning as a result of activities children are engaged in), and the importance of balancing learning time with family time and social activities/development, the Home Learning Policy at St Margaret's CE Primary is focused on the extension of reading as this is vital in underpinning all other learning.

As children progress through the school there might be opportunities where we set additional tasks to support children with different aspects of the curriculum. We will always inform parents/carers when additional tasks are being set.

Across all key stages, teachers might make use of online learning resources and these will be saved on to each year group's individual page and/or the 'Quick Links' section of the website. St Margaret's CE VA Primary School also spent time developing a wealth of resources, as part of our remote learning strategy, which are available on our website: <https://stmargaretscofeprimaryschool.co.uk> These can be used to support optional additional activities desired (decided by children and/or parents/carers) or to support those unable to attend school in person (e.g. those on reduced timetables, those receiving ongoing medical treatment).

Home Learning completed well is acknowledged and praised. We do not provide written feedback to Home Learning. However, where issues or misconceptions arise from the tasks undertaken, teacher will follow up in lesson time. Where there is a concern, this will be discussed with the parents/carers.

AMOUNT OF HOME LEARNING

As they move through the school, we increase the amount of time we expect children to spend on Home Learning. Our expectations are simply guidelines and we recognise that children learn at different paces and that tasks will therefore take different amounts of time. **This is reflected in our Home Learning Ladder which is at the end of the policy.** Each half term pupils will be invited to complete a project-based homework linked to a topic they are studying over that period. This will be done in a media of the pupil's choice and is entirely voluntary. It is up to children and parents how much time is spent and when to complete the project.

Requests for additional homework will be directed to the links on the school website.

INCLUSION

We set Home Learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting Home Learning for children who are named on the special education needs and disabilities (SEND) register, we will offer support, guidance and, if required, additional or substitute tasks so that the child can access the Home Learning opportunities. We value and celebrate the diversity of our children; their families and society and we appreciate the enrichment that this brings to our Home Learning experiences.

ROLE OF PARENTS/CARERS

Parents/Carers have a vital role to play in their child's education and Home Learning is an important part of this process. We ask parents/carers to encourage their child to complete the Home Learning tasks that are set. We invite them to help their children as and when they feel it is necessary, and to provide them with the sort of environment that allows children to do their best. Parents/Carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly and by discussing the tasks that their child is completing.

If parents/carers have any questions about Home Learning, they should, in the first instance, contact the child's class teacher (either personally or calling the school office or emailing via Postbox). If their questions are of a more general nature, they could contact a member of the Senior Leadership Team. Finally, if they wish to make a formal complaint about the school Home Learning policy then this should be discussed with the Head Teacher or Senior Leadership Team in the first instance.

The most important thing a parent/carers can do to support their child is to read with them regularly at home.

USE OF ICT

The use of ICT and the internet has made a significant contribution to the amount of reference material available at home and the ease and speed with which it can be accessed. However, our teachers expect their children to produce their own work, perhaps by editing something they have found or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to some sites which can support children's learning. Parents/carers are advised always to supervise their child's access to the internet.

MONITORING & REVIEW

The Senior Leadership Team is responsible for coordinating and monitoring the implementation of this policy.

It is the responsibility of our governing body to agree and then monitor the school Home Learning policy. This is done by the committee of the Governing Body that deals with curriculum issues.



The Home Learning Ladder

YEAR 6 (Maximum 'Set' Home Learning = 1 hour 20 mins)

- Reading (3 x 15mins per week) - parents/carers are encouraged to comment in Reading records
- TTRS Practice (Times tables)
- Spellings Practice
- English and Maths (Online or paper based)

YEAR 5 (Maximum 'Set' Home Learning = 1 hour 20 mins)

- Reading (3 x 15mins per week) - parents/carers are encouraged to comment in Reading records
- TTRS Practice (Times tables)
- Spellings Practice
- English and Maths (Online or paper based)

YEAR 4 (Maximum 'Set' Home Learning = 1 hour 20 mins)

- Reading (3 x 15 mins per week) - parents/carers are encouraged to comment in Reading records
- TTRS Practice (Times tables)
- Spellings Practice
- English and Maths (Online or paper based)

YEAR 3 (Maximum 'Set' Home Learning = 1 hour 20 mins)

- Reading (3 x 15mins per week) - parents/carers are encouraged to comment in Reading records
- TTRS Practice (Times tables)
- Spellings Practice
- English and Maths (Online or paper based)

YEAR 2 (Maximum 'Set' Home Learning = 50 minutes)

- Shared reading and discussion (3 x 10mins per week) - parents/carers are encouraged to comment in Reading records
- Spellings / Phonics Practice
- Maths task

YEAR 1 (Maximum 'Set' Home Learning = 50 minutes)

- Shared reading and discussion (3 x 10mins per week) - parents/carers are encouraged to comment in Reading records
- Spellings / Phonics Practice
- Maths task

EYFS – NURSERY & RECEPTION (Maximum 'Set' Home Learning = 30 – 45mins)

- Shared reading and discussion (5 x 5mins per week) - parents/carers are encouraged to comment in Reading Records
- Social development/play activities
- Early talk boost activities
- Wellcomm activities
- Maths games

NB: The timings shown in this ladder indicate the maximum time for 'set' Home Learning. We may, on occasions, send home additional work to support curriculum development work.