



Chapelford Village Primary School

Home Learning Policy

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Statement of Intent:

At Chapelford Village Primary School, we believe that home learning plays an important role in supporting children's learning and development. Our home learning policy is designed to provide pupils with the opportunity to reinforce and embed the skills and knowledge they have developed in school, and to extend their learning beyond the classroom.

We see home learning as a key element of the partnership between the school and parents, offering a valuable opportunity for families to engage with and support the curriculum. By involving parents in their child's learning journey, we aim to enhance the educational experience and foster a positive attitude towards learning at home.

The tasks set will be purposeful, manageable, and aligned with the learning objectives of the curriculum. We aim to provide tasks that consolidate classroom learning, encourage independent thinking, and help children make connections across subjects. We will encourage children to take responsibility for their work, while also ensuring that they receive the support they need.

Through clear communication and collaboration with parents, we seek to create a supportive and effective home learning experience that enables children to thrive academically and develop a lifelong love of learning.

In addition to this, the policy outlines clear roles and responsibilities for pupils, teachers, parents, and carers. We aim to create a shared understanding of how we can all work together to **promote achievement and enjoyment in home learning**. Teachers will set purposeful and relevant tasks, while parents and carers will provide support and encouragement. Pupils will be expected to complete tasks to the best of their ability and develop a positive attitude towards learning at home.

Legal Framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2023) 'School inspection handbook'
- Ofsted (2023) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Academic Guidance Policy
- Attendance and Absence Policy
- Behaviour Policy
- Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy

Key Principles and Guidelines

Staff Responsibilities

By following these guidelines, we aim to create a home learning environment that is supportive, manageable, and purposeful, fostering collaboration between the school, pupils, and parents to ensure every child can succeed.

1. Planned as Part of the Overall Class Curriculum

Home learning will be integrated into the overall class planning to reinforce and extend learning objectives covered in school. The tasks set will be relevant to the current learning, ensuring coherence between what is taught in class and what is expected at home. This could also include a revisit of previously taught skills to support current learning.

2. Adapted to Meet Individual Needs

Home learning will be adapted to support the needs of our pupils. This ensures that all children receive an appropriate level of challenge, allowing each child to progress at their own pace and achieve success.

3. Clear Instructions for Pupils

Home learning tasks will be explained clearly to children, ensuring they understand the purpose of the task, the steps to complete it, and how to seek help if needed. This clarity supports independence and confidence in completing the work.

4. Time Considerations

Tasks will be planned to be suitable for completion within the recommended time limits, ensuring that children are not overwhelmed and have time to engage in other important activities at home.

5. Reading Books

Time will be provided for children to change their reading books regularly. This supports ongoing reading practice and fosters a love of reading at home.

6. Additional Home Learning for Specific Needs

If a child requires additional home learning to address a particular area of difficulty or to challenge an area of strength, parents will be consulted, and their support will be encouraged. If parents request extra home learning for their child, the teacher will provide advice and, at their discretion, appropriate tasks to meet the child's needs.

7. Regular Routine for Setting and Assessing Homework

A consistent and regular routine for setting and assessing home learning will be followed as part of the school timetable. This helps establish clear expectations for pupils and parents.

8. Marking and Feedback

Homework will be reviewed by the teacher and used as an assessment tool to support

next steps. Teachers will discuss home learning with the children and identify strengths and areas for improvement.

9. Support for Pupils Struggling with Home Learning

If a child experiences difficulty in completing home learning, the class teacher will provide appropriate support to ensure that all children have access to home learning opportunities and feel confident in their ability to complete tasks. This could include offering the option of Learning Club to parents. This is a free club, led by members of staff that is open to all pupils from Year 1 to Year 6.

10. Holiday Absences

Home learning will not be provided as a 'catch-up' for children who are taken out of school for family holidays during term time. However, at the teacher's discretion, some support may be provided to help children stay on track when possible.

11. Illness-Related Absences

Home learning will not be set automatically for children who miss school due to illness. However, under certain circumstances, parents can discuss with the class teacher any additional support to help their child catch up with missed work, if it is appropriate.

12. Review and Support

Home Learning is not compulsory, but it is the responsibility of all teachers to monitor and review who is handing in homework and how often. If any concerns are identified, the teacher will seek to discuss this with the pupil and/or their parents to offer support.

Expectations for Pupils

1. Completion to the Best of Their Ability

Pupils are expected to complete their home learning tasks to the best of their ability, ensuring they make the most of the opportunity to reinforce and extend their learning.

2. Presentation of Work

Pupils are expected to present their work to the same high standard as they would in school. This includes clear handwriting, neat presentation, and attention to detail. High standards of work encourage pride in their achievements and help develop good habits.

3. Application of Basic Skills

Pupils will use their knowledge of the basic skills in English and Maths to complete their home learning. They should apply spelling, punctuation, grammar, and mathematical concepts accurately, demonstrating their ability to use the skills learned in class in practical ways and in tasks set beyond the classroom.

4. Self-Review and Improvement

Pupils are encouraged to review their written work before submission. They should recognise where they have done well and identify areas where they can make improvements. This process of self-reflection helps children take responsibility for their learning and develop a growth mindset.

5. **Seeking Support When Necessary**

If pupils are unsure of any part of the home learning task, they should ask their teacher for clarification at the earliest opportunity. Seeking help promptly ensures they understand the task fully and can complete it successfully.

Expectations for Parents and Carers

By fulfilling these responsibilities, parents and carers play an essential role in supporting their child's learning journey. Together, we can create a positive and effective home learning environment that encourages growth, independence, and achievement.

1. **Timely Completion of Homework**

Parents and carers are expected to ensure that their child completes homework tasks within the given time frame. Helping children stay on track and manage their time effectively is an important part of supporting their learning.

2. **Provide a Suitable Workspace**

Ensure that children have access to a quiet, well-lit area with a suitable writing surface to complete their homework. A conducive environment for learning helps children focus and take pride in their work.

3. **Availability of Essential Equipment**

Make sure that basic equipment, such as a pencil, pencil sharpener and a ruler is available for your child to use. Having the right tools ensures that children can complete tasks efficiently and accurately.

4. **Encourage and Discuss Homework**

Encourage your child to complete their homework by discussing the task instructions with them. Help them understand what is required and review completed tasks together. This provides an opportunity to celebrate successes and correct any misunderstandings.

5. **Fostering Independence**

While it's important to support children, it's equally important to allow them to complete their homework with an appropriate level of independence. Offer guidance where necessary but avoid doing the task for them. This fosters self-confidence and responsibility for their own learning.

6. **Access to Technology**

Supervised access to the internet at home can be an advantage for some tasks, but if your child does not have internet access, please speak to the class teacher to discuss alternative provisions. We are committed to ensuring that all children have equal opportunities to complete their work.

7. **Familiarity with Year Group Expectations**

Be aware of the basic skills and expectations for your child's year group, particularly in English and Maths. This will help you to better understand the nature of homework tasks and the skills your child is expected to develop.

8. Review and Praise Completed Work

Once your child has completed their homework, review it and praise them for their efforts. Positive reinforcement motivates children and boosts their confidence in their abilities.

9. Reading Journal

Keep a record of your child's reading in their reading record. Regular reading is a key part of home learning, and your active involvement in tracking their progress encourages a lifelong love of reading and supports our vision of all children being able to read.

10. Addressing Homework Refusal/Reluctance

If your child is experiencing stress beyond normal reluctance towards a particular homework task or timing, please contact the class teacher for advice. We want to ensure that home learning remains a positive experience and is manageable for all children.

11. Notify the Teacher if Homework Cannot Be Completed

If there is a particular reason why your child was unable to complete their home learning, please provide a note to the class teacher. Open communication ensures that any challenges can be addressed, and that support is provided where necessary.

Home Learning Organisation and Routines

Homework Tasks by Year Group

At Chapelford, home learning tasks are designed to support and extend the learning taking place in school. Each year group will receive home learning tasks that are aligned to the curriculum and appropriate for each child's developmental stage. The following outlines the homework expectations and types of tasks for each key stage:

EYFS (Reception)

Home learning in the Autumn term is focused on reading.

- **Reading:** Children will be asked to read a set book **three times a week**. This can be done with an adult and recorded and signed by an adult in the reading record.
- **Phonics:** Activities related to phonics will be sent home, which include reading red and green words linked to RWI.

In the Spring term (upon returning after Christmas), children will be given home learning tasks linked to Maths learning.

- **Maths:** Practical activities, mostly in the form of games or oral counting tasks, which can be incorporated into daily routines. Examples include counting objects, sorting items, or counting during daily activities such as tidying up or setting the table. This could also include learning on shapes and measure.

Year 1

Home learning will be set **weekly**. This will alternate between paper-based and online home learning.

- **Phonics and Spellings:** Children are given five high-frequency words to focus on. They should practice reading and writing these words, along with any key sounds that are given.
- **Reading:** Children should read a set book **5-10 minutes daily**. This should be a minimum of 3 times a week and recorded and signed by an adult in the reading record. Children can also complete their reading on Reading Eggs.
- **Maths:** The focus will be on basic number skills, including time, shape, and measures. Tasks will be linked to the current learning and will be an opportunity to revisit and embed key skills and concepts. When this is set online, children will be required to visit Maths Seeds to access the task.

Year 2

Home learning will be set **weekly**. This will alternate between paper-based and online home learning.

- **Phonics and Spellings:** In the first half term of Autumn, home learning will focus on embedding phonics knowledge. In Autumn 2, the children will be learning Year 2 Common Exception Words and progressing to spelling investigations focusing on spelling patterns, letter strings, and phonetic rules.
- **Reading:** Children should read a set book for **10 minutes daily**. This should be a minimum of 3 times a week and signed by an adult. Children can also complete their reading on Reading Eggs. Every other week, a comprehension task will be sent home.
- **Maths:** The focus will be on consolidating classroom learning, including basic addition, subtraction, multiplication, and division facts. Tasks will increasingly involve written methods as well as activities such as shape recognition and data collection. When this is set online, children will be required to visit Maths Seeds to access the task.

Key Stage 2 (Years 3-6)

As pupils become independent readers, the focus in Key Stage 2 will shift towards reading for personal development, enjoyment, and knowledge. In Maths, there will be a continued emphasis on applying mathematical skills in real-world contexts, such as through daily activities like shopping or counting household items. The use of **TT Rockstar** will also support fluency in multiplication and division facts.

Home learning will be set **weekly**. This will alternate between paper-based and online home learning.

- **Reading:** Children should read at least **three times per week**, with each reading session lasting **at least 10 minutes, this can include reading on Reading Eggs**. Every other week, a comprehension task will be sent home. Reading can be self-directed, but regular feedback from parents is encouraged to track progress and support comprehension. Reading Records should be signed weekly to acknowledge this.
- **Grammar:** Reading and grammar home learning will alternate weekly as a paper-based task. Grammar home learning is an opportunity for children to have extended practice of current learning or to revisit a skill to embed the knowledge.
- **Spellings:** Children will focus on Common Exception Words, topic vocabulary, and words that follow common spelling patterns and rules. There could also be a focus on investigating spelling patterns (e.g., modifying root words using prefixes and suffixes).
- **Maths:** Home learning will focus on consolidating mental addition, subtraction, multiplication, and division facts (where needed) and the continued practice of mental arithmetic for those who are secure. Tasks may involve solving written problems, investigating numbers and shapes in the environment, and conducting data collection or measurement activities.

Additional Notes for All Year Groups:

- **Reading:** Reading is an integral part of home learning across all year groups. Pupils are encouraged to read regularly at home, not only to develop reading fluency but also to broaden their knowledge and understanding of the world.
- **Times Table Rockstar:** Access to TT Rockstar will be encouraged in KS2 to support the development of multiplication and division fluency.
- **Parent/Carer Support:** Parents and carers are encouraged to help guide their child through tasks, ensure they have the appropriate environment for working, and celebrate successes. Parents should sign or comment on completed homework, particularly in relation to reading.
- **Homework for Absences:** If a child is absent from school due to illness or family reasons, the class teacher will discuss appropriate catch-up options. Home learning may be adjusted based on individual needs or circumstances.

Special Educational Needs and Exceptional Performance

Children whose educational needs vary significantly from their year group's normal range of expectations be given home learning that has been adapted to address their needs. The plan will be agreed between teachers, pupils, parents and carers and reviewed termly.

Equality

All children should have access to home learning. Please refer to the schools Equality Policy.

ICT

Home learning may sometimes require the use of technology such as computers or iPads with internet access. In addition, the school will provide opportunities where computer and iPad access is available in Learning Club for Year 1 to Year 6.

Monitoring and review

This policy will be reviewed by the Headteacher every 2 years. The next review of this policy is shown on the front cover of this policy.