

**Tanworth-in-Arden Church of England  
Primary School and Nursery**



*In God's Family, learning, loving,  
growing to be our very best.*

## **Home Learning Policy**

**Adopted: July 2026**

## **Home learning Policy Statement**

Rationale: We believe that home learning supports, extends and consolidates the learning covered in the classroom while supporting children to develop self- discipline, independence and the ability to take responsibility for their own learning.

This policy aims to:

- Raise achievement;
- Ensure a consistency of approach throughout the school;
- Ensure teachers, parents and carers have a clear understanding about expectations of themselves and pupils.

Through home learning, we seek to develop independent, resilient and curious learners who are able to flourish academically, socially and spiritually, enabling them to live life in all its fullness as part of God's family.

### **A definition at Tanworth**

Home learning is defined as 'any learning activities pupils do outside lesson time, either on their own or with their parents or carers'.

### **The main purpose of home learning at Tanworth is:**

- to encourage pupils to develop the skill, confidence and motivation to study independently at home effectively.
- to consolidate and reinforce the skills and understanding developed at school.
- to extend school learning through activities such as additional reading and research
- to develop and sustain the involvement of parents in the management of their child's learning and to keep them informed about the work and progress their child is achieving.
- to explore the wide range resources for learning at home e.g.: internet, library, adult knowledge and newspapers.
- to maintain good channels of communication between home and school.
- to offer pupils the opportunity to extend their learning by including optional, additional challenges or open-ended questions.

Remember – home learning undertaken with parents' interest and support will encourage the child to develop positive attitudes to learning in a wider context than just school. Parents should not let home learning become a chore, but make it a special time that both parent and child look forward to.

### **Key Principles.**

- The amount and difficulty of home learning is tailored according to the child's age and ability.
- Sufficient time is allowed for the completion of home learning to allow for a healthy home/school life balance.
- As the children progress through the school, the amount of home learning may increase.

- Teachers provide parents and pupils with clear learning objectives and motivational instructions for tasks as well as clear examples of work to guide both children and adults.
- High expectations for neat presentation are in place to ensure that children maintain a similar high standard of work at home as in school.
- Feedback on home learning will be proportionate, meaningful and manageable, ensuring that pupils receive recognition and guidance while supporting teachers' workload and maintaining a healthy balance between home and school learning.

### **The structure of home learning**

Home learning must evolve to meet the needs of children as they progress through the school. In the early years up to KS1 the emphasis will be on expanding literacy and numeracy skills. In later years this will expand to cover other core subjects such as science and the wider curriculum. As children develop, home learning tasks will increase in scope to place greater emphasis on independence and self-teaching.

Each class teacher will set out the home learning requirements in their year group at the start of the academic year. They will share these expectations with children and parents/carers.

The quality of the task set by the school is as important as the amount of time allocated. The school aims to set home learning that is integrated into skills the school needs to teach to enable children to fulfil their potential.

### **Online Learning and Digital Resources**

At Tanworth-in-Arden C of E Primary School and Nursery, we recognise that digital technology can provide valuable opportunities to support and extend learning beyond the classroom. Where appropriate, teachers may use online platforms, educational websites and digital resources to support home learning activities. This may include reading activities, curriculum enrichment tasks, research activities and the reinforcement of key skills taught in school.

The school is committed to ensuring that technology enhances learning and supports pupils in developing independence, curiosity and responsible learning habits. Digital home learning will be designed to complement, rather than replace, high-quality classroom teaching.

### **Expectations for Pupils**

When using digital resources for home learning, pupils are expected to:

- Use technology safely, respectfully and responsibly.
- Follow the school's Online Safety Policy and Acceptable Use Agreements.
- Demonstrate the same standards of behaviour online as they would in school.
- Seek help from a trusted adult if they encounter content or communications that make them feel uncomfortable or unsafe.
- Take reasonable care of any school-issued devices or resources.

### **Expectations for Parents and Carers**

Parents and carers are encouraged to:

- Support children in accessing home learning where appropriate.
- Promote safe and responsible use of technology at home.
- Monitor online activity in line with the age and maturity of their child.
- Notify the school if they experience difficulties accessing online learning resources or require additional support.

### **Equality of Access**

The school recognises that access to digital devices, internet connectivity and learning environments may vary between families. Where barriers to accessing digital home learning are identified, the school will seek to provide reasonable support and alternative arrangements where possible to ensure all pupils can participate fully in home learning opportunities.

### **Feedback and Recognition**

At Tanworth-in-Arden C of E Primary School and Nursery, we recognise that effective feedback helps pupils value their home learning and understand how it supports their progress. Home learning is designed primarily to reinforce, practise and extend learning that has taken place in school, rather than generate excessive marking or workload.

Teachers will acknowledge and respond to home learning in a manner appropriate to the task and the age of the pupils. Feedback may take a variety of forms, including:

- Verbal feedback during lessons.
- Whole-class review and discussion.
- Sharing examples of successful work.
- Recognition of effort, participation and achievement.
- Written feedback where this is judged to have the greatest impact on learning.
- Opportunities for pupils to reflect on, improve or apply their learning in class.

The school recognises that not all home learning activities require written marking. Teachers will use professional judgement to determine the most effective way to provide feedback and celebrate pupils' efforts.

### **Celebrating Success**

Pupils' commitment to home learning may be recognised through:

- Verbal praise.
- Celebration worship
- Certificates or awards.
- Displaying or sharing work.
- Positive communication with parents and carers.
- Recognition within the classroom.

The emphasis will be on encouraging positive attitudes to learning, developing independence and celebrating effort as well as achievement.

## **Equality, Inclusion and Accessibility**

At Tanworth-in-Arden C of E Primary School and Nursery, we are committed to ensuring that all pupils have equitable access to home learning opportunities and are able to participate fully, regardless of their individual needs or circumstances. This commitment reflects our Christian vision of enabling every child to flourish and be their very best.

The school recognises that pupils may have differing needs, abilities, responsibilities and home circumstances. When setting home learning, staff will seek to ensure that activities are inclusive, meaningful and accessible to all learners.

## **Special Educational Needs and Disabilities (SEND)**

Pupils with SEND will be encouraged to participate fully in home learning activities. Where appropriate, teachers may adapt tasks, provide additional support, modify expectations or offer alternative approaches to ensure that home learning remains achievable and supports progress. The aim is to build confidence, independence and success whilst maintaining high expectations.

## **Reasonable Adjustments**

The school will make reasonable adjustments, where appropriate, for pupils with:

- Special educational needs and disabilities;
- Medical needs;
- Social, emotional or mental health needs;
- Temporary barriers to learning;
- Other individual circumstances that may affect access to home learning.

Adjustments may include adapted tasks, alternative formats, additional time, practical activities or alternative methods for sharing learning with school.

## **Equality of Opportunity**

The school recognises that families may have different levels of access to technology, resources, adult support and study space. Home learning will be designed to minimise unnecessary barriers and staff will work with families to identify support where difficulties arise. No pupil should be disadvantaged because of their personal circumstances.

## **Promoting Inclusion and Respect**

Through home learning activities, pupils will be encouraged to develop respect for themselves and others, appreciate diversity and contribute positively to their communities. Home learning opportunities will, where appropriate, reflect the school's commitment to inclusion, equality and the development of the whole child.

## **Home learning Guidelines for each key stage.**

We believe that the most important home learning activity is regular reading. Suggested reading times are 5-10 minutes in Reception, increasing to at least 30 minutes by Year 5 & 6. There is an expectation that reading at home will happen daily (5 times a week minimum). It is important for parents / carers to read with children and to discuss books, pictures and stories, even when they are in Year 6. Where children's reading diaries are used these are to be signed by parents / carers daily, after hearing children read. Some children may be given individual reading targets depending on need.

The nature and content of home learning set, and the amount of time needed to complete home learning will vary from year to year and from child to child. The guidance below outlines the typical home learning experiences that pupils may receive at different stages of the school. Teachers will use their professional judgement to ensure that home learning remains purposeful, manageable and appropriate for the age and needs of the pupils

### **Reception**

<b>Area</b>	<b>Home Learning Expectations</b>
Reading	Share books, stories and rhymes together for 5–10 minutes daily where possible. Reading should be enjoyable and develop a love of language and storytelling
Phonics	Practise sounds, tricky words and phonics activities shared by the class teacher.
Mathematics	Opportunities for counting, sorting, number recognition and mathematical talk through everyday activities.
Wider Curriculum	Optional practical challenges, experiences and activities linked to current learning and children's interests.

### **Key Stage 1**

<b>Area</b>	<b>Home Learning Expectations</b>
Reading	Read at least 5 times per week for approximately 10–15 minutes. Reading records should be completed regularly.
Phonics and Spelling	Practise phonics and spelling patterns shared by the class teacher.
Writing	Occasional short writing activities linked to class learning, reading or personal experiences. These may include sentences, captions, simple stories, diary entries or descriptive writing designed to develop confidence and enjoyment in writing.
Mathematics	Consolidate key number facts and mathematical skills through activities set by the teacher.

Area	Home Learning Expectations
Wider Curriculum	Optional half-termly challenge activities linked to class learning to encourage creativity and independence.

## Key Stage 2

Area	Home Learning Expectations
Reading	Read at least 5 times per week for approximately 20–30 minutes. Children should discuss their reading and increasingly read independently.
Writing	Short writing activities linked to current learning, reading or class themes. These may include creative, persuasive, descriptive or reflective writing tasks designed to develop stamina, accuracy, independence and enjoyment of writing.
Spelling, Grammar and Vocabulary	Activities to reinforce spelling patterns, grammar and vocabulary taught in class.
Mathematics	Activities designed to consolidate fluency, reasoning and problem-solving skills, including opportunities to recall key number facts.
Wider Curriculum	Optional half-termly projects, research tasks or creative challenges linked to current learning.
Year 6	Additional activities may be provided during preparation for transition to secondary school and statutory assessments.

The nature, frequency and format of home learning may vary across year groups and at different points during the academic year. Teachers will use their professional judgement to ensure that home learning is purposeful, manageable and supports classroom learning. Home learning should encourage a positive balance between learning, family life, wellbeing and enrichment opportunities.

### **How you can help your child with their home learning**

Education requires support and effort from three key players: the child, the school and the child's parents or carers. Below is a list of ways that you as a parent can show your child that you value their home learning and the time and effort spent completing it. The school will also provide clear and regular reminders of their expectation when it comes to home

learning. As a school we hope that you will find this guidance helpful in supporting your child fully with their home learning.

You can show you value your child's home learning by:

- providing a suitable place in which your child can do their home learning, preferably with an adult to discuss, encourage and support;
- making it clear to your child that you value home learning and support the school in explaining how it can help learning;
- encouraging your child and praising them when they have completed the learning set or completed their own independent learning;
- checking your child spends a suitable amount of time on home learning.

Additionally, you can support your child's development by:

- visits to libraries, museums etc.;
- cooking with them;
- taking your 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 something with your child (following guidelines for safe internet use); Attending any school workshops that may be on offer designed to enable Parents/Carers to support their child's learning at home;
- Talking to your child about school learning, their day, what they have been learning about and how they have been learning.

Remember: Home learning is about reinforcing, practising and confidence building. Enthusing your child about undertaking home learning and modelling the high value of home learning to them is of key importance. Make it fun!

### **Monitoring and Evaluating Policies**

The effectiveness of home learning will be monitored and evaluated within the overall context of the school's progress. Key evaluation criteria will be:

- Progress against school performance targets
- Progress in class by pupils
- Feedback from parents and children
- Monitoring of the quality of home learning to ensure it meets pupils' needs

The home learning policy will be reviewed annually by the Governors and Staff in line with any changes to government policy and school development priorities.