

Home Learning Policy



TEACH Trust Home Learning Policy

Statement of Intent

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Our Vision

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims

This policy aims to:

- Ensure all stakeholders share a consistent understanding of the purpose and benefits of home learning
- Provide clear expectations for members of the school community with regards to provision and completion of home learning
- Enable the school, parents/carers and their children to work in partnership to make effective use of home learning to support progress

Rationale

Our Trust embodies a growth mindset ethos which can be defined as the belief that a person's abilities and talents can be developed and improved through effort, learning and persistence. We support all children to develop this mindset and to understand that practise makes progress. Home learning ensures that children can make the most of their learning by practising beyond the school day.

Benefits of home learning

- children are able to practise, consolidate and complete learning from class work
- children can access resources beyond that available in school
- children can develop their skills in using the library and other learning resources
- children are provided with opportunities for individualised work
- it allows the school extra opportunities to assess children's progress
- children develop their skills in planning and organising their time
- children develop good habits and self-discipline
- children have greater ownership and individual responsibility for their learning
- parents gain a direct insight into their child's learning
- parents are able to engage in and support the learning journey
- it creates channels for home-school dialogue
- it contributes to the expectations of parent(s)/carer(s), children, the school and the public
- children are able to prepare for future class work, in particular preparing Year 6 for the secondary phase of their education

How home learning is organised

Across infant and junior schools, a progressive plan of home learning expectations is in place to help develop children's skills as learners. Work will be set appropriate to a child's attainment and appropriate time will be allowed for its completion.

In infant schools, class teachers will communicate home learning tasks to parents via the book bag.

In junior schools, all pupils are issued with a home learning diary and the children take greater responsibility for recording and organising their home learning. Parents/carers are expected to check their child's home learning and to sign the diary weekly to acknowledge home learning undertaken. The diary is checked by the class teacher each Monday to ensure that the expectations for the previous week have been met. Those wishing to use the diary to communicate with the class teacher should remind their child to inform their teacher that there is a message for them as the diaries will be checked on a weekly rather than daily basis.

Expectations

Below is a guide to the types of home learning and level of expectation in TEACH Trust schools. Reading features prominently and is the cornerstone in accessing all areas of information. Therefore, we expect parents/carers to engage in reading activities with their child for a minimum of 10 – 15 minutes each day to make reading enjoyable for the child and to help foster a love of reading. The time we expect children to spend engaged in reading increases with age. Listening to stories and talking about books makes a very important contribution to helping children learn to read and develops vital skills in comprehension. As children progress to becoming independent readers, re-telling or summarising the story to an adult helps to consolidate comprehension. The story at bedtime is still an ideal and special

way to 'wind down' at the end of the day and promote a love of reading, for children of all ages.

Infant Schools

EYFS

Reading

- a) Children will bring home book banded books which are appropriate for their reading level. They should re-read the same book multiple times as this supports fluency and builds confidence, and books will be changed twice a week on a Monday and Friday. Children need to read at home at least three times a week and this reading must be recorded in their reading records by parents/carers. On Fridays, children are rewarded with a named sticker which shows the number of reads that they have completed that week.
- b) A sounds and keywords book will be sent home with your child to be used while they are learning their keywords and sounds. This shows what has been taught at school so that it can be practised at home. Activities practised should be recorded in the sounds and keywords book.
- c) Please do share **library** books with your child. These books are chosen by your child when they visit the school library. We do not expect the children to be able to read them by themselves. They are for parents/carers to read and enjoy with their child.

Other Home Learning

- Weekly challenges cover all areas of learning. These start when the sounds and keywords book is finished.
- Topic home learning. Open-ended activities based on the topic being covered.

Year One and Two.

Reading

- a) Children will bring home book banded books which are appropriate for their reading level. They should re-read the same book multiple times as this supports fluency and builds confidence, and books will be changed twice a week on a Monday and Friday. Children need to read at home at least three times a week and this reading must be recorded in their reading records by parents/carers. On Fridays, children are rewarded with a named sticker which shows the number of reads that they have completed that week.
- b) Sharing **library** books with your child. These books are chosen by your child when they visit the library. We do not expect the children to be able to read them by themselves. They are for parents/carers to read and enjoy with their child.

Spelling

Common exception words and/or words that relate to the graphemes being learnt in class are sent home to learn each week. Spellings are tested each Friday in a spelling quiz. When they are ready, the children will also apply their spellings in sentences. This process begins

at different times of the school year in Year 1 and 2 and varies between sets too. Start dates will be communicated with you.

Topic Home Learning

Home learning tasks are sent home during topics. These are more open-ended activities that will relate to the topic that the children are currently learning.

Other Homework

All children will have access to an online program called Education City. Each child has a login which they can choose to use and access when they wish. In Year 2, children will also have access to Times Table Rockstars.

Junior Schools

Once pupils progress to junior schools, the schedule for homework is more formalised and the specific details of homework requirements are recorded by each child in their homework diary. The homework diary also includes a wealth of information pages which parents can use to support home learning, for example, key questions to encourage comprehension of text read independently; subject specific key vocabulary; mathematical terminology; grammar glossary of terms etc.

Homework schedule:

Minimum Home Reading Expectations	
Year 3	Daily reading of which 10-15 minutes to be with adult engagement. A minimum of 4 times per week to be for a duration of at least 15 minutes each time.
Year 4	Daily with a minimum of 4 times per week for a duration of 20 minutes each time (minimum)
Year 5	Daily with a minimum of 4 times per week for a duration of 25 minutes each time (minimum)
Year 6	Daily with a minimum of 4 times per week for a duration of 30 minutes each time (minimum)

Subject	Day Set	Day Due In
Reading	Daily	Daily
Maths	Thursdays	Following Wednesday
English	Thursdays	Following Wednesday
Spellings/Grammar	Monday	Friday
Science (Year 6 only)	See homework diary	One week after it is set

As a guide, subject homework should take approximately 20-30 minutes per subject.

Maths homework is set weekly using the online platform, Atom learning. All children have access to Times Tables Rock Stars to support their maths fluency.

English homework alternates between being set on Atom learning one week and then the following week a written piece to be completed in their English homework book.

The children are all given a set of spellings to learn at home and also in their daily spelling lessons. They are expected to write sentences containing the word in their pink spelling homework books each week. These sentences must have accurate spelling and punctuation throughout.

In Year 6 children will be provided with CGP books for maths, reading and GPS (grammar, spelling and punctuation). They will complete either 1 or 2 tests per week, depending on the content. On a loan basis, the children are provided with revision guides to support them in preparation for their SATs and secondary school.

Exciting home learning projects, take place over a number of weeks are usually more creative and may involve building or making something. These projects are compulsory and are designed to encourage pupils and parents/carers to work together to have fun creating something they are really proud of! The projects are set in the curriculum newsletters and in the homework diaries. These are celebrated through exhibitions, displays around school and through social media posts.

Home Learning Club

In junior schools, if parents prefer their child to do homework at school, they will be able to do so with adult guidance in the after-school home learning club, as part of Buddy Club. Parents will need to book a place in advance via the School Gateway online booking facility.

Learning Opportunities

Every effort is made to ensure all children are able to participate in consolidating and extending their learning through home learning. If home learning is not completed, and the offer of home learning club has not been utilised, learning opportunities will be facilitated during break or lunch times in junior school.

Equality Impact Assessment

Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	
	Trustees	√
	Staff	√
	Parents/Carers	
	Local Authority	
	Trade Unions	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Other Advisors (give details)	
	Termly	
	Annually	√
	When applied	
	If legislation changes	√
	If a formal complaint	√

Does the policy affect one group less or more favourably than another on the basis of:	Y/N
Disability	N
Gender reassignment	N
Marriage or civil partnership	N
Pregnancy and maternity	N
Race	N
Religion or belief	N
Sexual orientation	N
Sex (gender)	N
Age	N
SEN	N
Vulnerable	N
Traveller, migrant, refugees and people seeking asylum	N
EAL	N

	Y/N	Comments/Actions
Is there any evidence that some groups are affected differently?	N	
If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	N	
Is the impact of the policy likely to be negative?	N	
If yes, can the impact be mitigated by taking different action?	N/A	

Date of review: February 2025

Next review: February 2026