



# HOME LEARNING POLICY

2026-28

**The Downs Primary School and Nursery**

Part of the Passmores Co-operative Learning Community

## **PCLC Position Statement**

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices, whilst respecting the views and attitudes of others.

# **The Downs Primary School and Nursery**

This draft policy has been written following a consultation process involving parents, staff and the local governing body of The Downs Primary School and Nursery

## **1. Introduction**

Learning at home is an important part of good education. Regular home learning is important, since it gives pupils the opportunity to practice at home the learning they have undertaken in class and can help them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and, later, in adult life.

Home learning activities are an important part of the home/school partnership and all children are expected to take part in a variety of home learning tasks to enhance and support their work in class.

## **2. Purpose**

In considering what approach to take regarding the setting of homework, we carefully considered the reasons for homework to be provided by the school. In setting homework, we aim to:

1. Consolidate the work the children complete in school
2. Give parents an understanding of what children are learning and how to help them
3. Develop children's confidence and self-discipline to complete work at home and to prepare them for secondary school

Our home learning policy is designed to:

- Ensure consistency of approach throughout the school
- Provide opportunities for parents and pupils to work in partnership and enjoy learning experiences
- Consider and minimise any additional burdens on staff, parents and pupils

This policy document has been developed through consultation with parents, staff and governors of The Downs Primary School and Nursery.

## **3. Content of home learning**

For children in EYFS and Key Stage 1, the emphasis of home learning is on developing a partnership with parents and carers and involving them actively in their child's learning. The home learning at this stage will mainly consist of short activities of different kinds such as simple games, learning spellings and number facts and, of course, reading together. This provides a very important opportunity for young children to talk about what they are learning at school, and to practice key skills in a supportive environment.

In Key Stage 2, as children get older, home learning provides an opportunity for them to develop the skills of independent learning to complete tasks. It is important that children should gradually get into the habit of regularly devoting periods of time to study on their own. By the end of Year 6 their home learning may cover a

wider range of tasks and curriculum content. This will ensure that, in relation to home learning, their transition to Year 7 / secondary school is as smooth as possible.

For all children, the main focus of home learning will be on English and maths, especially reading. However, there may be opportunities at certain times in the year to complete project-based activities.

### 3.1

**Reading** Regular reading is vital. For children in EYFS and Key Stage 1 home learning mainly consists of regular reading with parents and carers and looking at books together. Maintaining regular reading practice and listening to adults read is essential throughout school and at home to support children in developing a love of reading and different literature. Children in key stage 2 should be encouraged to read for at least 20 minutes a day independently or with the support of an adult at home.

### English

Most English home learning from years one upwards will be focused upon learning to spell key spellings and applying the taught spelling rules. Assessment of progress towards spelling these correctly is done in class on an ongoing basis and a more formal assessment completed in each term at school. Parents and carers are regularly informed of children's attainment in spelling.

### 3.2 Maths

In Maths, from year one upwards, the focus will be on developing fluency in maths and consolidating the skills taught in school.

### 3.3 Recommended time allocation for home learning (In addition to Reading)

|               |                  |
|---------------|------------------|
| Years 1 and 2 | 1 hour week      |
| Years 3 and 4 | 1.5 hours week   |
| Years 5 and 6 | 2 hours per week |

## 4. Home learning allocation across the school

At The Downs Primary School and Nursery, home learning will be sent home weekly via Class Dojo. Children will have a whole week to complete home learning, recognising that children have other extra-curricular clubs and parent work commitments, so a weekend is included within this.

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nursery</b>   | <p>Sharing a book with an adult, at least weekly.</p> <p>Parents will be given a half-termly grid of suggested games and activities to support their child. These can be ticked and dated by parent once completed.</p> <p>Parents will be encouraged to share these via photos and videos using ClassDojo.</p>                                                                                                                                                         |
|                  | <p>Additional workshops will be held throughout the year modelling different activities which the parents can complete at home with their child.</p>                                                                                                                                                                                                                                                                                                                    |
| <b>Reception</b> | <p>Reading / sharing a book (a minimum of 4 times per week, ideally daily)</p> <p>Practise writing or sounding out 'tricky' words.</p> <p>In addition to this, short maths activities will be along with opportunities to consolidate the week's topic-based learning. These may be in the form of practical activities and discussions between the child and their parent.</p> <p>Parents will be encouraged to share these via photos and videos using ClassDojo.</p> |
| <b>Year 1</b>    | <p>Reading / sharing a book (a minimum of 4 times per week, ideally daily)</p> <p>Weekly spelling activities</p> <p>Weekly maths activities. These will alternate between online activities (Numbots) and a simple worksheet consolidating the methods taught during the week.</p>                                                                                                                                                                                      |
| <b>Year 2</b>    | <p>Reading / sharing a book (a minimum of 4 times per week, ideally daily)</p> <p>Weekly spelling activities</p> <p>Weekly maths activities. These will alternate between online activities (Numbots) and a simple worksheet consolidating the methods taught during the week.</p>                                                                                                                                                                                      |
| <b>Year 3</b>    | <p>Daily reading with an adult</p> <p>Weekly spelling activities</p> <p>Weekly maths activities. These will alternate between online activities (TTRockstars) and work consolidating the methods taught during the week.</p>                                                                                                                                                                                                                                            |
| <b>Year 4</b>    | <p>Daily reading – independently or sharing with an adult</p> <p>Weekly spelling activities</p> <p>Weekly maths activities. These will alternate between online activities (TTRockstars) and work consolidating the methods taught during the week.</p>                                                                                                                                                                                                                 |
| <b>Year 5</b>    | <p>Daily reading – independently or sharing with an adult</p> <p>Weekly spelling activities</p> <p>Weekly maths activities consolidating the methods taught during the week.</p> <p>Online activities may also be set via <a href="http://spag.com">spag.com</a> and <a href="http://maths.co.uk">maths.co.uk</a></p>                                                                                                                                                   |
| <b>Year 6</b>    | <p>Daily reading – independently or sharing with an adult</p> <p>Weekly spelling activities</p> <p>Weekly maths and grammar activities consolidating the methods taught during the week. These are to be completed in a book provided by the school.</p>                                                                                                                                                                                                                |

## **5. Presentation**

Some of the home learning is done through online learning platforms which does not need recording. For all other work, our expectation is that the work children do at home is of the same standard as they produce in school. For example, children should write, if required to for a task, using the school handwriting script (see handwriting policy)

### **5.1 How staff will support this policy:**

- by setting all home learning activities on Class Dojo or physical resources and sending this out weekly
- by ensuring that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually
- by giving clear instructions for each home learning activity
- check home learning through assessing children in class through quizzes, tests and ongoing assessment
- valuing and recognising effort in home learning tasks through rewarding with stickers, and house points.
- Check that all children have access to a device to complete their home learning and if not make alternative arrangements

### **5.2 How parents can help to support children:**

- Provide somewhere peaceful for children to work without the distractions of television, other family members and pets;
- Sign and comment in your child's reading diary sharing information about their reading and/or for older children (in years 4,5 and 6) encourage them to write and record their reading in their own reading diary
- Provide a suitable place, equipped with a comfortable chair, clear table space, good light;
- Provide encouragement and support to children when they require it;
- Support the school in explaining to children that home learning is valued and aids learning;
- Encourage pupils and praise them when home learning is completed;
- Be actively involved in the home learning of younger children in particular
- Inform us if your child does not have access to a device to complete their home learning so that hard copies can be sent home

### **5.3 Pupils are expected to:**

- Make full use of all the opportunities they are presented with;
- Tackle home tasks promptly and with a positive attitude;
- Take pride in presentation and content, acknowledging the high personal standard expected;
- Take responsibility for completing tasks by the agreed day.

## **6. Managing Learning**

Class teachers are responsible for ensuring that the demands of home learning are manageable for pupils and parents and carers. However, we have an expectation that all home learning will be completed. Where children struggle to complete homework at home, opportunities to complete it during school time will be provided.

## **6.1 Feedback**

It is important that feedback is given to pupils, parents and carers and teachers as soon as possible. This is given in a number of ways:

- discussion in class where home learning is a part of the class work;
- through tests and quizzes such as times tables or spellings;
- pupils reviewing the work done in small groups;

As with all school activities, parents are invited to discuss any queries with their child's class teacher.

## **7. Meeting the needs of individuals**

Some home learning activities (such as spellings) will be differentiated to meet children's individual needs, including any special educational needs.

## **8. Monitoring and Evaluation**

The Senior Leadership Team will monitor the implementation of this policy and collate feedback from parents/carers, staff and pupils. This will be used to inform the review of the home learning policy.

This policy will be reviewed:

- One term after implementation and then every 2 years
- In consultation with staff, parents and governors