



Home Learning Policy

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Aims

At Adel Primary School we value the importance of strong links between home and school and the need for us to work together to ensure the best education for our children.

Research shows that where purposeful home learning is provided, and there is a positive and active partnership between home and school, pupils' attainment is improved.

In setting home learning, we aim to:

- Develop effective partnerships between school and home, enabling parents/carers to become involved in their child's schoolwork.
- Foster a supportive learning relationship between parent/carer and child.
- Encourage children to develop the confidence and self-discipline needed to study on their own.
- Extend school learning through consolidation and reinforcement of skills, knowledge and understanding.

Guidelines for setting Home Learning

Home learning will be set for all children at Adel Primary School from Reception class to Year 6.

The type, frequency and expectation of time spent on home learning will vary depending on the age and ability of children.

At the beginning of the school year class teachers will share expectations for home learning at the Parent Information sessions and via the class pages on the school website.

Responsibilities

Teachers

Teachers will determine a programme of home learning specific to their class and will inform parents and children of their expectations. They will:

- Ensure that home learning is planned, prepared and explained, and is appropriate to the ability level of all the children.

- Set work which allows children to reinforce, improve and extend learning.
- Take responsibility for the collection of home learning and liaise with parents/carers when necessary if children do not complete home learning on time or to a reasonable standard.
- Give a child extra time to complete a piece of home learning if his/her parent has informed the class teacher as to the reason it was not done.
- Acknowledge receipt of home learning and provide verbal feedback to the child where required.

Parents/Carers

Parents can help the following ways:

- Giving encouragement, support, and praise.
- Checking that the presentation of work is of a good standard, and to the best of the child's ability.
- Ensuring work is returned to school on time.
- Listening to your child read aloud on a regular basis.
- Letting teachers know if there is a reason that home learning could not be completed.

Children

Children should:

- Complete home learning to the best of your ability and to the same standard that is expected for all schoolwork.
- Complete home learning when it is set and return it to school on or before the required date.
- Speak to your teacher if you have any questions or any problems with home learning.

Home Learning expectations by year group 2022/23

The table below outlines the general expectations for home learning across school by year group.
(Some weeks may differ slightly dependent on individual class circumstances)

HOME LEARNING	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
READING	Share stories with your child on a regular basis, talking about pictures and events in books. Two books will be shared per week, one book and an e-reader. Read little and often - 5 mins daily. Please complete the reading journal to share progress.	Two books will be shared per week, one book and an e-reader. Read little and often - 10 mins daily. Please complete the reading journal to share progress.	Two books will be shared per week, one book and an e-reader. Read little and often - 10 mins daily. Please complete the reading journal to share progress.	Daily Reading Children should aim to read 15 minutes of their reading book each night.	Daily Reading Children should aim to read 15 minutes of their reading book each night.	Daily Reading Children should aim to read 20 minutes of their reading book each night.	Daily Reading Children should aim to read 20 minutes of their reading book each night. Reading comprehensions may also be set in addition to independent reading.
ENGLISH	Sounds, vocabulary, and tricky words set weekly	Spellings set weekly	Spelling Shed & Handwriting practice set weekly	Spelling shed set weekly	Spelling Shed set weekly	Spelling Shed set weekly	Spelling Shed set weekly
MATHS	See additional subjects below.	Maths is set at the beginning of the half term using Mathletics and	Mathletics TT Rockstars set weekly	Mathletics TT Rockstars set weekly	Mathletics TT Rock Stars set weekly	Minute maths and/or Mathletics set weekly TT Rockstars set weekly	Mathletics set weekly Consolidation sheet set weekly TT Rockstars set weekly

		should be completed weekly. Numbots can also be used to supplement these weekly tasks.					
ADDITIONAL SUBJECTS	A home learning challenge grid is set on a half termly basis. Children can self-select the activities they wish to complete.	A home learning grid will be shared on a half termly basis for children to self-select activities to complete to further develop knowledge of the current class theme.	A home learning grid will be shared on a half termly basis for children to self-select activities to complete to further develop knowledge of the current class theme.	A home learning grid will be shared on a half termly basis for children to self-select activities to complete to further develop knowledge of the current class theme.	A home learning grid will be shared on a half termly basis for children to self-select activities to complete to further develop knowledge of the current class theme.	A home learning grid will be shared on a half termly basis for children to self-select activities to complete to further develop knowledge of the current class theme.	A home learning grid will be shared on a half termly basis for children to self-select activities to complete to further develop knowledge of the current class theme.
WHERE TO FIND HOME LEARNING	Home learning shared via Tapestry	Home learning will be shared via Teams or paper on request	Home learning will be shared via Teams or paper on request	Home learning will be shared on the class page of the school website and/or Teams or paper on request	Home learning will be shared on the class page of the school website and/or Teams or paper on request	Home learning will be shared on the class page of the school website and/or Teams or paper on request	Home learning will be shared on the class page of the school website and/or Teams or paper on request
RETURNING WORK	Home learning can be shared and returned via Tapestry	Completed work can be returned to school on paper or submitted electronically via Teams.	Completed work can be returned to school on paper or submitted electronically via Teams.	Completed work can be returned to school on paper or submitted electronically via Teams.	Completed work can be returned to school on paper or submitted electronically via Teams.	Completed work can be returned to school on paper or submitted electronically via Teams.	Completed work can be returned to school on paper or submitted electronically via Teams.
REWARDS AND SANCTIONS	Children who complete their work to a good standard will be praised and rewarded as part of the school, e.g., certificates awarded in the Celebration Assembly and class awards systems e.g., house points, dojo points, stickers etc. No direct sanction will be applied however, all children will be strongly encouraged to complete the minimum expectation of reading, English and maths home learning.					Rewards as per other classes. Sanctions - children will be given one reminder to hand their home learning in the next day. If it is not returned then, they will be asked to complete it at playtime.	

Equality Impact Assessment

		Yes/ No	Comments
1.	Does the policy / guidance affect one group less or more favourably than another on the basis of:		
	▪ age	No	
	▪ disability	No	
	▪ gender reassignment	No	
	▪ marriage and civil partnership	No	
	▪ pregnancy and maternity	No	
	▪ race	No	
	▪ religion or belief	No	
	▪ sex	No	
	▪ sexual orientation	No	
2.	Is there any evidence that some groups are affected differently?	No	
3.	If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	N/A	
4.	Is the impact of the policy/ guidance likely to be negative?	No	
5.	If so, can the impact be avoided?	N/A	
6.	What alternatives are there to achieving the policy/ guidance without the impact?	N/A	
7.	Can we reduce the impact by taking different action?	N/A	