



As a church school, our vision is for each child to have a love of learning, hope, confidence, wisdom and respect for all.

'Life in all its fullness' John 10:10

Home Learning/Homework Policy

Definition

We believe that children learn best when parents, the school and children work together in partnership. Home learning should be a positive experience which should consolidate and reinforce skills and understanding developed at school. It should be manageable, meaningful and enjoyable for parents, teachers and children. Staff recognise that home learning needs to be balanced with other activities and will set home learning with regard to the time it will require to complete and advise parents as to where additional support can be accessed. Home learning needs to be positive.

Scope

This policy applies to Pupils, Staff, Parents and Governors. This also includes the Headteacher in supporting, monitoring and evaluating home learning and Governors, including Link Governors, in their monitoring of the implementation and impact of the policy.

Aims

- to practise and consolidate learning skills that have been acquired in school
- to extend and support the learning experience offered to pupils
- to provide opportunities for parents, pupils and school to work in partnership
- to ensure progression towards independence and individual responsibility
- to develop independent study skills for pupils in readiness for secondary school,

Home learning can take many forms and can include: craft activities, dressing up challenges, ICT based work, written work, practising skills, learning song words, extended writing and research.

Home learning Tasks will:

- Have a clear focus
- Give plenty of opportunities for pupils to succeed at their individual levels
- Help to develop social skills including communication and interaction
- Be varied – not always written tasks
- Be manageable for pupils, parents and teachers in terms of time and expectation

Ethos

At St Peter's CE VA Primary School we believe that learning is strongly influenced by the home. Parental interest and involvement is key in helping children realise their potential. We believe that any home learning set should consolidate learning, deepen understanding and prepare pupils as well as possible for their next steps in learning.

Principles



Reception

- Reading: children are expected to read to an adult every day and/or be read to by an adult every day.

Key Stage 1 Year 1/2

- Reading: children are expected to read to an adult every day and reading record signed.
- Weekly maths tests on maths.co.uk
- Statutory spelling lists/common exception words.

Lower Key Stage 2 Year 3/4

- Reading: children are expected to read to an adult for at least 15-20 minutes, 3 times a week Reading records signed by an adult
- Weekly maths tests on either maths.co.uk or Times Tables Rock Stars
- Statutory spelling lists/common exception words
- Activities may be sent home linked to the current learning in class.

Upper Key Stage 2 Year 5/6

- Reading: children are expected to read for at least 15-20 minutes, 3 times a week. Reading records signed by themselves and/or an adult
- Weekly maths tests on either maths.co.uk or Times Tables Rock Stars
- Statutory spelling lists/common exception words
- Year 6 specific - reading comprehension, SPaG exercises, and 10 minute maths tests
- There may be occasions when additional tasks are set linked to current learning in class.

Home learning during a school closure

Please refer to our Remote Learning Policy

Role and Responsibility of the Headteacher

- Ensure this policy is clearly communicated and easily accessed by parents on the school website
- To monitor implementation and impact of the policy.

Role and Responsibility of the Teacher

- Be clear on the benefits of home learning
- Class teachers will give clear instructions for a home learning task so that the purpose is evident
- Teachers will take into account individual children's needs to ensure work is set at an appropriate level
- Work will be marked promptly, where relevant, and feedback given
- Provide support to parents in their child's home learning
- Providing pupils with clear reachable deadlines.

Role and Responsibilities of the Governors

- Approval and regular review of this policy
- Monitor the implementation and effectiveness of this policy through strategic monitoring
- Subject area governors to monitor the impact of home learning (as appropriate to the subject area)



- Involve parents in the process of monitoring impact.

Role and Responsibility of Parents/Carers

- Children need a quiet environment, free from distractions where they can complete work to the highest standard
- Parents are expected to encourage pupils to complete their home learning conscientiously and hand it in on time
- Parents are expected to sign the reading record/homework diary weekly, adding comments on homework if relevant. (see Home/School Agreement).

Role and Responsibility of the Pupil

- Children should take pride in their work and complete it to the highest standard, adding their name and date where appropriate. They should ensure that work is completed in the timescale.

Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. St Peter's Brafferton CE VA Primary School is committed to creating a positive climate that will enable everyone to work free from any intimidation and harassment and to achieve their full potential. When appropriate, we will ensure that children who do not have home access to the internet are able to use the computers in school or are given an alternative paper-based activity to complete.

Extra support and guidance

www.st-peters-brafferton.n-yorks.sch.uk

Reviewed/Monitored by: Full Governing Body

Date adopted: Nov 2025

Next review: Nov 2028

Review Cycle: 3 yearly