



## Home Learning Policy

### Introduction

At Great Binfields Primary School we recognise and value the contribution that learning in the home environment can make to children's education. This policy sets out the purpose and benefits of home learning (homework) and the guidelines we follow when setting home learning activities for our children.

### Aims:

Our school believes that home learning (homework) should:

- Have a clear learning focus and extend in school learning
- Involve parents and carers in their child's education
- Promote a love of reading from an early age
- Provide opportunities for parents and children to work together
- Promote the development of (and practice) life skills they need to become productive citizens
- Consolidate and reinforce a wide variety of skills and understanding in a supportive environment
- Be varied - not just written tasks and reflect a range of approaches
- Provide children with the opportunity to learn in different settings
- Develop progressively according to the age of the children
- Encourage children to talk about what they are learning
- Encourage children to develop the self-confidence and discipline needed to study independently
- Prepare children for the transition to secondary school education
- Where possible, have tasks with a clear learning intention and success criteria, in line with our teaching and learning policy, to enable every child to succeed with their home learning tasks.

### Guidance for Setting Home Learning

All Home Learning is linked to learning accomplished in class. This may consist of activities to consolidate and re-enforce what has been learnt in a lesson, or investigation work linked to a topic.

Home Learning should be set at an appropriate level for each child so that it can be completed independently, or, if adult support will be required, clear instructions should be provided to help adults support learning effectively. Home Learning is differentiated through content, task, resources, outcome or structure.

At the beginning of each term, year group topics, key learning outcomes and Maths and Literacy foci are signposted via our school website to parents/carers to help them support their child's learning. These can be found on the following link <https://www.greatbinfields.co.uk/topic/curriculum> in our Key Information Section.

In the individual year group 'Expectations' meetings at the start of each year, the Home Learning content and timings for that year group is discussed and expectations on standards made clear. The value of Home Learning is stressed to parents.

Home Learning is monitored by teachers.

We will predominantly be using Seesaw as our home learning platform. Seesaw is an online app that allows teachers to assign learning activities to children. The children have the opportunity to share their learning by using the creative tools to capture and reflect on their learning in a range of exciting ways. The teacher will then give direct feedback and acknowledgment. Each child can only see their own work and the teacher's comments, other children will not be able to see their uploads.



### **Weekly Home Learning Using Seesaw:**

- Staff will use the agreed format to set Home Learning each week.
- Home Learning will be given feedback by Friday end of school day.
- Teacher feedback via Seesaw may be given via typed or audio recorded response.
- Teachers will only provide one piece of feedback (verbal or typed) per Home Learning upload.
- New home Learning will be assigned to children's accounts by Friday end of school day.
- Children's Spellings and Reading will continue to be recorded in their Spelling books / Home diaries.
- Home Learning will be varied and cover a range of curriculum areas throughout the year.
- Staff will ensure they create or upload a template for children to write their responses onto or give a suggestion of how to upload the home learning
- Children should only upload one response to their Home Learning.
- No other communication to teachers will go through Seesaw.

### **The Home School Diary**

Every child will be given a Home School Diary for parents/carers to sign or comment on a daily basis with regards to reading. Class teachers will review home reading on a weekly basis and will comment when they have heard a child read in school. Alternatively a 'stamp' may be used to indicate when they have read as part of a group. Our English Team monitors the use of Home School Diaries on a regular basis.

### **Progression in Home Learning**

Reading will be a major focus throughout the school and children will be required to read to an adult at home at least five times a week for 10-15 minutes each time. The home school diary will be used to record these reading sessions and will also serve as a means of communication between parents/carers and teachers. We recognise that as our children enter Year 4/5 they may choose to read independently on occasions however it is important they still read aloud to an adult at least 2 times per week to develop their reading oracy skills.

In addition to reading, the main focus for Home Learning at Great Binfields Primary School is on the basic skills in English and Maths including Mental Maths calculations, Science and Thematic based Home Learning.

Spelling activities and investigation work are set according to the level your child is working at in phonics (in relation to their spelling age).

Mental Maths home learning activities (normally IT based: Abacus Active Learning and Education City Times Table Rockstars and Numbots) are designed to consolidate mathematical facts taught in class. We also advise the 'little and often' approach to practicing basic Mental Maths skills, for example, practicing number bonds on a car journey or reciting times tables during a walk. The number facts set must be learned by heart, and with immediate recall, rather than allowing the child the opportunity to work the answer out in their head.

The following chart shows details of the home learning set, in addition to reading, in each year group and the progression as the child moves through the school.

Year Group	Tasks that may be set	Day set	Day due	Approx. time set per week	As a child moves through the school there will be a clear progression in the amount of time spent doing home learning
Year 1	<ul style="list-style-type: none"> <li>Spelling/phonics/handwriting</li> <li>Curriculum task</li> </ul>	Friday	Thursday	30 minutes	
Year 2	<ul style="list-style-type: none"> <li>Spelling/phonics/handwriting</li> <li>Curriculum task</li> </ul>	Friday	Thursday	30 minutes	
Year 3/4/5	<ul style="list-style-type: none"> <li>Spelling and handwriting</li> <li>Curriculum task</li> </ul>	Friday	Thursday	45 minutes to 1 hour	
Year 6	<ul style="list-style-type: none"> <li>Spelling</li> <li>Curriculum and/or SATs based tasks closer to statutory assessment time.</li> </ul>	Friday	Thursday	1 hour to 1hr15 minutes	
All year groups including EYFS	Instead of the weekly tasks set, there will be a maximum of one home learning project (with at least 2 weeks given to complete) in every year group per half term which will be linked to a special year group/whole school event or linked to their thematic learning. These tasks are more research and project based but provide stimulating and relevant open-ended tasks for those children who may manage to complete their set homework very quickly.				
Life skills	Your children will be introduced to age appropriate life skills to develop and practice at home. These will be posted on Seesaw on a fortnightly basis so that they have time to secure the skill over a two week period. Children will be encouraged to report back on these tasks via Seesaw by using the video clip/audio tool to show evidence of trying/the journey of mastering the skill/success.				

We feel that this is a reasonable amount of home learning to set children at our school whilst acknowledging that children concentrate hard whilst at school and need time to relax and pursue other interests in their own time.

### The Role of Parents/Carers

We believe that the support of parents and carers is essential for children to make the most of their home learning (homework) opportunities. There are many ways in which parents can help their children, for example, by:

- encouraging and supporting them to complete home learning regularly with an established set routine;
- playing games with them;
- practicing times tables, number bonds and telling the time regularly;
- practicing the children's phonic patterns and spellings they receive regularly;
- listening to children read 5 times per week for 10-15 minutes each time;
- providing opportunities for real life experience; talking, shopping, using money, cooking, letter writing etc.
- providing and practicing opportunities for family care and self-compassion – develop life-long positive habits

### Tips for Good Home Learning Habits:

- Find a quiet place at home away from the TV, toys, online gaming and other distractions. It needs to have plenty of space, good light, a flat surface and the right equipment (e.g. pens, pencils and ruler).
- Agree a home learning routine with your child which states when your child will do their home learning and stick to it. Consistency and making this a habit is key.
- Talk positively about any home learning tasks with your child and try to help them to see how it supports what they are studying at school using growth mindset language.
- Make sure your child has had something nutritional to eat before starting any home learning tasks.
- Be aware of modern strategies for teaching methods (e.g. long division). Ask your child's teacher if you are unsure or refer to our curriculum pages on our school website where there are explanation video clips to help.
- Your child might wish to listen to calming music if it helps them to focus.
- Don't give your child the answers just so they can finish. Help them to research the answer (e.g. looking up information or using a dictionary) and encourage them to independently ask their teacher or you for help if they are unsure of what is being asked of them.
- Don't make home learning a chore. Use games and a variety of ways to keep it a fun and special time that you both look forward to. It is important that you role model the need to make a good effort and complete home learning
- If home learning becomes a source of tension agree that it will be popped away to allow the tension to subside and then go back to it a little later that day or even the following day if time allows. Thinking time is a good thing if we find something a little challenging. If the tension continues – stop and let your child's class teacher know by emailing into the admin office for the attention of the teacher but ensure that your child understands it will still need to be completed at a later point.

We recognise that many of our families are trying to reduce screen time usage so all teachers will offer a screen-free paper version of all homework. However, it is worth bearing in mind that TTRockstars is an intuitive programme whereby the questions generated are based on pupil responses. The pupil's heatmap showing their progress and areas for development are also based on pupil responses so your child's heatmap may not be up to date or show an accurate reflection of their times table knowledge if your child does not access the programme regularly. Additionally, a gentle reminder that your child's homework on Spelling Shed will not show as complete unless they have completed the online quiz element of their homework. They can of course hand in their paper spelling homework to their class teacher each Thursday.

### **Children who do not do their home learning:**

It is the responsibility of all class teachers to see who has completed their home learning on the day that it is due to be returned. As long as a child's parents have not informed the class teacher of any unforeseen circumstances that have made it impossible for the child to do the home learning set, children who have not completed their home learning by 3:30 on the Thursday should be deemed not to have done it. From this point onwards the class teacher will be viewing and responding to the home learning.

If a child does not complete their Home Learning twice in one half term, the class teacher will notify the child's parents by email. If a pattern of uncompleted home learning emerges class teachers will first speak to parents/carers. If the pattern continues, they will inform a member of the Leadership Team who will then contact parents for a meeting.

If home learning is not completed by the agreed time – it may well be that the teacher will not mark/appraise it until the following week due to other working commitments.

### **Equal Opportunities**

All pupils have the right to equality of access to the curriculum. Teachers need to be sensitive to the home circumstances of children. If necessary, appropriate resources may be provided to enable

Home Learning to be completed effectively. Examples of how the home learning can be tackled/accomplished will be given where appropriate to give children possible starting points/ideas.

### **Roles and Responsibilities**

Teachers are responsible for setting Home Learning in line with the school policy and for providing feedback to pupils and parents/carers. Teachers will set, mark and respond to home learning as outlined and it will reinforce the learning that is taking place in the classroom. The tasks set will be matched to their ability and in line with the age related expectations set out for the year. High quality home learning is regularly celebrated within the classroom and at weekly achievement assemblies.

Parents/carers should be encouraged to support their child by sharing books, giving help with tasks, and where possible, by providing an appropriate space, adequate time and resources. If a child is completing tasks independently we ask parents to check the effort spent on home learning before it is submitted for marking/appraisal.

Pupils are expected to complete tasks given in the time allocated as this is part of their Great Binfields learning journey.

**Last review date:** Autumn 2025

**Next review:** Autumn 2026