



Home Learning Policy

Signed

Head teacher:

Chair of Governors:

Next Review:

Mrs N Hall

Mr D Hall

May 2025

May 2025

May 2027

Statement of intent

Mulbarton Primary School is a vibrant, enthusiastic, forward thinking and safe learning environment in which children are given every opportunity to complete a fulfilling primary school education.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We have given careful consideration to making home learning well-balanced across the school.

This Home Learning Policy was developed in consultation with staff members, parents, pupils and with the full agreement of the governing body.

This policy should be read alongside the Remote Learning Policy.

Aims

Mulbarton Primary School's Home Learning Policy aims to:

- Develop a consistent approach to home learning throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to home learning.
- Ensure that parents have clarity on what their child is expected to do.
- Support pupils' learning experiences through purposeful practice.
- Work with families and involve them in their child's learning and to keep them informed about the work their child is covering.
- Improve the quality of the learning experiences by extending it beyond the classroom.
- Give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day.

Responsibilities

1.1. The role of the senior Leadership Team and governing body:

- Regularly check compliance of the policy.
- Monitor the effectiveness of the policy every two years.
- Review the policy every two years and make appropriate updates as required.
- Discuss with staff how far the policy is being implemented.
- Support parents with information about home learning.
- Inform new parents about the Home Learning Policy.
- Ensure home learning that is consistent across year groups.

1.2. The role of the teacher:

- Plan and set up a regular programme of home learning for pupils.
- Provide an explanation of home learning tasks and ensure all pupils understand what they have to do.
- Ensure all home learning given is purposeful and links directly to the curriculum.
- Monitor home learning regularly and make sure pupils are completing it.
- Celebrate and give feedback to pupils on their tasks.
- Communicate with parents if there is a problem regarding home learning.
- Be available for discussion if necessary to parents and pupils about home learning.
- Ensure home learning takes equal opportunities into account and that the needs of pupils with disabilities are considered.

1.3. The role of the family:

- Support and encourage their child in completing home learning.
- Make sure that their child completes home learning to the best of their ability.
- Provide suitable conditions and resources for their child to complete home learning and discuss any needs with the class teacher.
- Praise their child and celebrate achievements with regard to their home learning.
- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning and home learning.
- Encourage your child to discuss home learning with you.
- Ensure your child's home learning book is kept in their bag and returned weekly.

1.4. The role of pupils:

- Take responsibility for their own learning and submit completed work in a timely manner.
- Have a positive approach and engage with home learning.
- Make sure they understand the tasks that have been set and ask their teacher if they don't understand.
- Take pride in the presentation and content of their home learning.

- Ensure their home learning book is kept in their school bag and returned to school weekly.

2. Home learning Tasks – Current practice

- 2.1. At the start of the academic year, each year group will be informed of what is expected of them with regard to home learning and this will be made available on the school website.
- 2.2. Teachers will explain the organisation of home learning to parents at the new parents meetings at the start of the year.
- 2.3. All pupils will have home learning journals for their weekly spellings and 3 optional creative tasks every half-term.
- 2.4. The amount of home learning will increase as the child progresses through school. Teachers may occasionally set extra home learning for the whole class if they feel it would be beneficial.
- 2.5. The table below shows expected home learning. **Daily reading** is essential, accompanied by comments in the reading journal for Reception, Year 1, Year 2 and Year 3. Pupils in Year 4 and above are encouraged to note their own reading.

Year Group	Home learning	Suggested total time
R	<ul style="list-style-type: none"> • Daily reading including revising flashcards • Online Maths and phonics games will be sent home via Seesaw each week • Half termly show and tell activity 	10 mins each night 10 mins twice a week 10 minutes once a half-term
1	<ul style="list-style-type: none"> • Daily reading • At least 3 weekly sessions accessing Numbots / Maths fluency practice • Up to 6 spellings to learn each week 	10 mins each night 10 mins 3 times a week 10 mins each night
2	<ul style="list-style-type: none"> • Daily reading • At least 3x a week accessing Numbots / maths fluency practice • 6 spellings to learn each week 	10 mins each night 10 mins 3 times a week 10 mins each night
3	<ul style="list-style-type: none"> • Daily reading • At least 3 weekly sessions accessing Times Table Rockstars • 8 spellings to learn each week 	10 mins each night 10 mins 3 times a week 10 mins a night
4	<ul style="list-style-type: none"> • Daily reading • At least 3 weekly sessions accessing Times Table Rockstars • 8 spellings to learn each week 	15 mins each night 10 mins 3 times a week 10 mins each night
5	<ul style="list-style-type: none"> • Daily reading • At least 3 weekly sessions accessing Times Table Rockstars • 8-10 spellings to learn each week • Weekly Maths task • Weekly English task 	15 mins each night 10 mins 3 times a week 15 mins a night 15 minutes 15 minutes
6	<ul style="list-style-type: none"> • Daily reading • At least 3 weekly sessions accessing Times Table Rockstars • 10 spellings to learn each week 	15 mins a night 10 mins 3 times a week 15 mins a night

	<ul style="list-style-type: none"> • Weekly Maths task • Weekly English task 	15 minutes 15 minutes
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3. Absences

- 3.1. If the child is absent from school owing to illness or medical reasons, the school will not supply work for these periods as pupils should only complete school work if they are well. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.
- 3.2. If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

4. Pupils who fail to complete home learning

- 4.1. All pupils are expected to complete home learning on time. Teachers will keep records of pupils completing home learning which will be regularly checked. If pupils consistently fail to complete home learning, teachers will contact parents to find out why and discuss with parents and carers how school can best support.

5. Pupils with SEND

- 5.1. Reasonable adjustments will be made to ensure that all pupils with SEND can access home learning tasks.
- 5.2. While pupils with SEND may benefit from special tasks separate from the home learning. Children with SEND Action Plans will have suggestions on home activities linked to their current targets.
- 5.3. Homework may have to be differentiated so that it is within a pupil's capabilities, for example, a pupil who has difficulties learning spelling should have fewer words to learn. The spellings should be tailored to their current ability level and not curriculum expectations. Pupils who complete our precision spelling intervention may have alternative spellings. Teachers should ensure that pupils know what the words mean – even if they can spell them. Pupils should be aware of the context in which to use them.
- 5.4. A balanced amount of the right type of home learning will be set for pupils with SEND, in consultation with the parents and send co-ordinator, where deemed appropriate.

6. Equal Opportunities

- 6.1. At Mulbarton Primary School, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

