# GRESHAM PRIMARY SCHOOL

# HOME LEARNING POLICY

JUNE 2026



Reviewed: June 2026
Next review due: June 2028

**Gresham Primary School Home Learning Policy**

**Rationale:**

At Gresham Primary School, we believe that home learning is an important part of pupils' learning. Children are encouraged to, and expected to, establish good home learning habits from the beginning of their school life.

At Gresham Primary School, we appreciate how important the links between home and school are, and the need for us to work together to ensure a good education for all children. It is for this reason that we believe that it is important that children have home learning set that will support learning within the classroom.

**Aims**

This 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 regards to home learning
- Ensure that parents understand what is expected of their child
- Encourage pupils to develop the responsibility and self-discipline required for independent study
- Embed knowledge and support pupils' learning experiences via revision and reinforcement
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking
- Use Home learning as a tool for raising standards of attainment
- Extend learning beyond the classroom
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day

**Definition:**

Home learning is defined as work set by the teacher to be done at home, either by the child alone or, if necessary, with the support of an older sibling, parent or carer. Home learning will involve some or all of the following activities:

• **reading**: independent, shared or paired reading, with possible activities to reinforce comprehension and understanding of texts as children progress through school

• **spellings and vocabulary extension**: learning spellings /spelling patterns for a weekly test; activities to apply spelling rules and patterns to extended tasks

• **on-line learning** via specified curriculum learning software programs e.g. Times Tables Rock Stars

• **Learning number facts and practice of calculation**, including problem solving (multiplication tables, number bonds, etc)

• **handwriting**

• **other tasks** to extend work done in class, including topic-based work

The nature, type and amount of home learning will vary according to the age and ability of the pupil.

**Responsibilities**

**The Headteacher, home learning leader and governing board are responsible for:**

- Regularly checking the policy's compliance with statutory and good practice requirements

- Monitoring the effectiveness of this policy
- Reviewing the policy every two years and making appropriate updates as required
- Discussing with staff the extent to which this policy is being implemented
- Meeting with parents as appropriate
- Providing parents with information about home learning
- Informing new parents about the home learning Policy

**Teachers**

In setting and marking home learning, teachers will:

- Plan Home learning as an integral part of their curriculum planning
- Provide an explanation of home learning tasks and ensure that all pupils understand what they have to do
- Give reasonable time for its completion (including time to complete tasks if home learning is not returned)
- Match tasks to the current age and ability of the class
- Give feedback in school - this may take the form of whole class and/or individual feedback
- Monitor Home learning regularly and make sure pupils are completing it
- Communicate with parents if there is a problem regarding home learning
- Be available to parents and pupils for a discussion about home learning
- Provide additional guidance for parents such as a suggested method for maths calculations
- Provide all relevant links and login details for online tasks
- Consider the impact of disability or Special Educational needs and, where agreed by SENCO, provide alternative home learning tasks
- Distribute paper forms of any task that may need printing for all children

**Parents:**

At Gresham Primary School, we recognise the importance of developing a sound partnership between parents and children with reference to children's learning.

Parents will:

- Encourage their child to have a positive attitude towards home learning
- Make sure that their child completes home learning to a high standard and on time
- Provide suitable conditions and resources for their child to complete 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 ability to complete home learning effectively

**Children:**

- Complete the compulsory home learning tasks in each cycle, read regularly and prepare for weekly tests by practising at home
- Present work neatly and to a high standard, as it would be at school
- Have a positive approach towards home learning
- Make sure they understand the tasks that have been set and seek clarification if required

**Pupils who do not complete home learning tasks**

- All pupils are expected to complete home learning on time
- Teachers keep records of pupils completing home learning which are regularly checked

- If pupils repeatedly fail to complete home learning, teachers contact parents to find out why
- Teachers may ask pupils to use their break times to catch up with missed work in some cases
- Pupils whose refuse to complete home learning will be disciplined in line with the Behavioural Policy

**Workload**

Home learning, and its administration, should not be onerous on parents, teachers or children. This has been considered in the writing of this policy and should be an important factor when making changes in the future.

**Marking**

Where necessary, teachers will read and check home learning and give feedback in school.

**SEN and Home learning**

A balanced approach to home learning will be adopted for pupils with SEND, in consultation with the pupil's parents and the **SENDCO**.

The school recognises that pupils with SEND may require specific tasks to be set, as outlined in their **Passport for Learning.**

While pupils with SEND may benefit from differentiated tasks separate from the home learning received by other pupils, it is important that they also complete as much standard Home learning as possible.

**Equal Opportunities**

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background.

All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

**Monitoring:**

The Headteacher and Home learning leader will regularly review the Policy and Guidelines on behalf of the Governing Body, alongside the whole staff team, and will monitor the quality of Home learning provision through planning and work scrutiny.

**Appendix 1 – Guidance for parents/carers (given to parents on entry into Reception, and as part of the brochure)**

**Gresham Primary School**

**Home learning - Guidance for Parents**

At Gresham Primary School, we appreciate how important and valuable good home/school links are and the need for us all to work together to ensure a good education for all children.

Home learning is an important part of the curriculum for pupils and, in line with National Curriculum guidance, we provide regular home learning for pupils in all year groups.

We aim to vary the approach to home learning according to the age and learning needs of the child and we cannot emphasise too strongly the importance of parents working with their child to ensure home learning is completed. We have streamlined home learning to focus on the most essential areas we feel are manageable for children and parents to complete regularly. ***We hope that by reducing the number of tasks set, we will see increased engagement in these essential areas.***

If you are looking for additional home learning activities to do with your child, Gresham's Knowledge Organisers for Science, Geography and History will be available on Google Classroom which can be used at home to support knowledge, understanding and vocabulary development in these subjects.

**Why do we set home learning?**

Home learning helps to embed crucial key skills and knowledge taught in class, building confidence and improving progress. The Education Endowment Fund's research shows that on average, primary school pupils who complete home learning make 3 months additional progress to those who do not. Home learning encourages parental involvement in children's learning and fosters the development of positive habits for children, e.g., time management, organisation and autonomous learning.

**How can parents help?**

There are many ways you can help:

• Ask the children questions about what they are learning at school (talking helps everyone understand things clearly).

• Play word and number games to consolidate early learning of letter sounds, common vocabulary and number bonds.

• Spend a little time, on a regular basis, listening to your child read and discussing the books they have brought home. Encourage your child to read words and books regularly (show them how important words are).

• Help them to form letters the way they are taught at school starting at the correct point.

• Test what has to be learned e.g., spellings, tables, number facts etc.

• Read what your child has written, and talk to them about their writing: Does it make sense? Is it correctly punctuated, etc.? Is writing neat and accurate? Have they used exciting words?

• Encourage your child to check over their work.

• Help your child find out additional facts, e.g., by visiting the library or researching on the Internet.

**<u>Children who do not hand in home learning</u>**

We ask for your support in seeing that home learning is done conscientiously and in the best possible conditions. If Home learning is not completed, children are often at a disadvantage in class as many home learning tasks are discussed in class and often inform future learning. Teachers may ask children in KS2 to complete home learning in school if it is not handed in, or to catch up at home.

Preparing children for the next stage of their learning and development is essential and home learning is a key part of that development.

**Setting time aside for completing home learning at home:**

Time set aside for home learning should be respected by the rest of the family. Try to make sure it becomes part of your child's daily routine.

• Encourage your child to establish a home learning routine which best suits them, e.g., not when they are becoming tired, etc.

• For younger children, little and often is best – 10-15 minutes daily is a good habit.

- As children become older, they should be encouraged to sustain their concentration for longer periods of time, and to work with increasing independence.
  For example, it would be beneficial to get children into the habit of reading every evening; time spent on reading should range from approximately 10 minutes in Key Stage 1 and up to 15-20 minutes in Key Stage 2. We appreciate this isn't always possible every day but a minimum of 3-4 times a week should be encouraged.

• If a child struggles with an activity, try to avoid becoming anxious about it and contact your child's teacher as soon as you can. Where possible, we encourage the child to ask the teacher if they are unsure. The teacher will spend more time explaining the task to help your child.

**What sort of home learning should I expect for my child?**

Children will be given tasks to support learning in English and Mathematics lessons, and, occasionally, to extend learning in other subject areas. Tasks are set on a weekly basis.

Home learning tasks will depend on the age and ability of children, but, in general terms, the following can be expected:

**Reception:**

• **Reading** - The children will initially take individual letters home to practise making the sound, matching the letters, writing the letters, doing the actions and practise 3 letter word building. When children are ready, they will also be given reading books to practise daily. Reading at home should be recorded in a reading record book.

• **Other occasional tasks**, e.g., *Mathematics* – number recognition, simple calculation and problem solving; shapes worksheets, etc; Holiday tasks, e.g. What I did in the holidays.

**Y1:**

• **Reading** – Little Wandle books are sent home with the children every Friday. These are the books the children have read in class over the week. Share and read several times over the weekend.

• **Spellings/handwriting** will be sent home to learn for a test.

• **Mathematics** worksheets and activities will be set.

**Year 2 - Year 6**

• **Reading -** Children should read every day with an adult. Year 2 will continue to receive levelled books each Friday.

• **Spellings/handwriting** sent home to learn for a test.

• **Mathematics:** time tables practise on Times Tables Rock Stars (weekly task)

**Year 6**

In addition to the above, Year 6 pupils will be given additional activities and this will also include SATs revision.

We hope this guidance has been helpful, and if you require any further information, please contact your child's class teacher.

**Confirmation that the Home Learning Policy, in respect of Gresham Primary School, has been agreed, approved and ratified by the Governing Body:**

Signed by:

Chair of Governors: Kim Durling Date: 10/06/2026

Headteacher: Karen Steele Date: 10/06/2026

Approved at the Governing Body Meeting on: 10/06/2026