



Home Learning Policy

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Statement of intent

At Colham Manor Primary School we pride ourselves on being a happy, caring and inclusive school where everyone matters. Our mission is to inspire children to **aspire** to **achieve** more than they ever believed possible. We want every member of our school community to be both supported and challenged to achieve well and be the very best they can be.

We believe that team work, collaboration and community spirit are vital ingredients to any success. In order for our children to **thrive**, we believe strongly in the team around each individual child; with parents, the school and other organisations all working together. These effective relationships play an important part in education and the benefit of doing home learning should be instilled at the primary education stage so that the skills for independent study can be learnt.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring home learning is well-balanced across the school.

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.

1. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2023) 'School inspection handbook'
- Ofsted (2023) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Staff, volunteer and governor Code of Conduct
- Parental Behaviour Policy
- Positive Relationships, Behaviour and Attitudes Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

2. Roles and responsibilities

The headteacher and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy annually and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and discussing the impact of home learning as appropriate.
- Providing parents with information about home learning.
- Informing new parents about this policy.
- Monitoring the effectiveness of inclusivity and accessibility of home learning.

Subject leaders will be responsible for:

- Monitoring the effectiveness of this policy within their area of responsibility and reporting their findings back to the headteacher and the SLT.
- Answering any queries that teaching staff have regarding this policy and the school's practices.

Teachers will be responsible for:

- Planning and setting up a regular programme of home learning for pupils.
- Providing an explanation of home learning tasks and ensuring that all pupils understand what they have to do.
- Ensuring all home learning is purposeful and links directly to the curriculum.
- Setting home learning that is appropriate to pupils' abilities.
- Monitoring home learning regularly and making sure pupils are completing it and giving feedback to pupils.
- Communicating with parents if there is a problem regarding home learning.
- Being available to parents and pupils for a discussion about home learning.
- Setting home learning that is consistent across classes.

- Ensuring home learning takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils in line with our Positive Relationships, Behaviour and Attitudes Policy.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing home learning.
- Becoming involved in their child's home learning and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes home learning to a high standard and on time.
- Providing suitable conditions and resources for their child to complete home learning.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete home learning effectively.
- Encouraging their child to discuss home learning and feedback from teachers.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards home learning.
- Putting the same effort into home learning as class learning.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete home learning and returning to school all books and stationery needed to complete their home learning.
- Taking pride in the presentation and content of their home learning and performing to the best of their abilities.

3. The school's approach to home learning

The school understands that setting, marking and providing feedback on home learning is a large contributor to the workload of teachers; therefore, subject leaders and teachers will ensure that home learning is only set to positively impact pupils' progress.

Prior to home learning being set, teachers will ask themselves, 'Why am I setting this home learning?' and 'How will this home learning be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether home learning is necessary.

Home learning will be uploaded to an online platform where pupils and parents can view home learning tasks. Where there is no access to internet or devices in the home, paper copies can be provided once teachers have been notified of this.

- Early Years and Key Stage 1 – home learning will be uploaded via the online platform 'Seesaw'
- Key Stage 2 – home learning will be uploaded to the online platform 'Google Classroom'

If a teacher has a query, the relevant subject leader will offer guidance and support regarding the school's procedures.

Teachers will explain the school's approach to home learning to parents at the parents' evening in September. For pupils who join the school in-year, this will be explained as part of the admissions process.

Teachers will inform pupils of what is expected of them with regards to home learning in September. This will be revisited with pupils as and when necessary.

The weekly year group newsletter will inform parents about the main topics and units of work being covered.

Pupils will receive home learning on a weekly basis which will be returned at the time and date as specified by the class teacher.

All pupils will be expected to complete home learning on time. If pupils fail to complete home learning, teachers will contact parents to find what the reason for this is.

Teachers will make efforts to support pupils who are struggling to complete home learning and will raise any concerns regarding their pupils' ability to complete home learning to the headteacher and/or parents as appropriate.

Home learning will be monitored and acknowledged by the class teacher.

Pupils' weekly home learning activity will be designed to take between 50 minutes – 2 hours, depending on the age of the pupil.

Parents will be encouraged to discuss home learning with their child. If they have any queries, they should make an appointment to see their child's teacher. Feedback from parents about their child's home learning will also be welcomed by the school.

The amount of home learning set for pupils will increase as they progress through their education.

Teachers will occasionally set extra home learning for pupils if they deem it beneficial.

The table below shows expected home learning. Tasks may be set in addition to the below activities.

Year group	Homework	Maximum time	Total per week
Year R	Reading - Phonics book or blending book	Reading: x10 mins per day	50 mins

<p>Year 1</p>	<p>Reading - Phonics book or blending book</p> <p>English - Spellings</p> <p>Maths - Arithmetic (TTR)</p>	<p>Reading: x10 mins per day</p> <p>Handed Out: Friday</p> <p>Returned: Wednesday</p>	<p>1hr 10 mins</p>
<p>Year 2</p>	<p>Reading - Phonics book or ZPD library book</p> <p>English - Comprehension, Spellings</p> <p>Maths - Arithmetic (TTR)</p>	<p>Reading: x10 mins per day</p> <p>Handed Out: Friday</p> <p>Returned: Wednesday</p>	<p>1hr 20 mins</p>
<p>Year 3</p>	<p>Reading the - Phonics book or ZPD library book</p> <p>English - Grammar/Comprehension, Spellings</p> <p>Maths - In class consolidation</p> <p>Arithmetic (TTR)</p>	<p>Reading: x10 mins per day</p> <p>Handed Out: Friday</p> <p>Returned: Wednesday</p>	<p>1h 30 mins</p>
<p>Year 4</p>	<p>Reading - Phonics book or ZPD library book</p> <p>English - Grammar/Comprehension, Spellings</p> <p>Maths - In class consolidation</p> <p>Arithmetic (TTR)</p>	<p>Reading: x10 mins per day</p> <p>Handed Out: Friday</p> <p>Returned: Wednesday</p>	<p>1h 40 mins</p>
<p>Year 5</p>	<p>Reading - Phonics book or ZPD library book</p> <p>English - Grammar/Comprehension, Spellings</p> <p>Maths - In class consolidation</p> <p>Arithmetic (TTR)</p>	<p>Reading: x20 mins per day</p> <p>Handed Out: Friday</p> <p>Returned: Wednesday</p>	<p>2 Hours</p>

Year 6	<p>Reading - Phonics book or ZPD library book</p> <p>English - Grammar/Comprehension, Spellings</p> <p>Maths - In class consolidation</p> <p>Arithmetic (TTR)</p>	<p>Reading: x20 mins per day</p> <p>Handed Out: Daily</p> <p>Returned: Daily</p>	2 Hours

4. Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.

There may be exceptions to the above and the classroom teacher will decide whether home learning should be set on a case-by-case basis.

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Absences when home learning is set and due will be managed in line with the school's Attendance Policy.

5. Pupils with SEND

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

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans (Pupil Passports).

While pupils with SEND may benefit from personalised tasks separate from the home learning received by other pupils, they will also complete as much standard home learning as possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

6. Equal opportunities

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

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

7. Monitoring and review

This policy is reviewed annually by the headteacher.

Any updates to this policy will be shared with parents, pupils and staff.

The scheduled review date for this policy is January 2025.

