Home Learning Policy

Beverley St Nicholas Primary School

Reviewed September 2025

Community - Nurture - Respect - Resilience

OUR SCHOOL AIM:

- Our school aim is "To respect and nurture everyone in our community".
- This will be underpinned by the implementation of our four core school values.
- These are **Community, Nurture, Respect and Resilience.**

INCLUSION STATEMENT

Beverley St Nicholas Primary School is committed to creating a school in which the teaching and learning, achievements, attitudes and wellbeing of every member of the school matter. We seek to create opportunities for all children to achieve their very best in terms of academic attainments and personal attainments. We aim to make the curriculum accessible to all in a stimulating learning environment in which success is celebrated in all areas. We strive to make everyone feel welcome. We endeavour to work with parents and members of the community to create a supportive environment for learning.

Rationale for home learning

Home learning is an important part of a child's education and can add much to a child's development. Regular, home learning opportunities can consolidate and reinforce learning in school and assist in preparation for future class work and further stimulate enthusiasm for learning. Home learning encompasses a variety of activities planned by teachers and instigated by parents/carers to support their child's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with home learning.

We believe that home learning should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.

We see home learning as encompassing a wide range of possibilities. The following list gives just a few examples: -

- reading with a parent – either being read to or reading to a parent
- a family visit to a local museum
- finishing off work from the class
- undertaking individual research for a project at the local library
- learning number facts (tables)
- literacy activities both written and verbal, including regular practising of key spelling rules/patterns
- accessing Doodle Learning to complete bespoke activities linked to maths and English

It can be seen from this list that home learning is a two-way process. Teachers may ask for tasks to be done at home, but are delighted to learn about children's success in other aspects of their lives and will seek to recognise these in school.

What the school will offer:

At the start of each school term the school will send out a parent information sheet informing parents about what their children will be learning about in school and how this can be supported at home. We will also communicate regularly via Class Dojo about the learning taking place within school.

When teachers set home learning, they will ensure that:

- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- Time scales for completion and submission are explicit.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of home learning of a high standard is recognised and celebrated.

Types and amount of home learning

Foundation Stage: daily reading/sharing books with parents and spellings/phonics. Your child will also be given a home-school communication book in which they may send home details of other activities to be completed with your child.

Years 1 and 2: Children should read and share books with parents/carers as much as possible. Weekly spellings will be sent home which are linked to our Little Wandle phonics programme. Children should be learning key number facts - details of these will be provided by your child's class teacher at the beginning of each half-term. Children also have access to Numbots which will support children with improving their fluency skills in maths.

Years 3 and 4: Children should read and share books with parents/carers but should also read privately if their reading ability allows. Reading should be completed at least three times per week. Children should focus on the Year 3/4 spelling rules/patterns as well as any additional spellings they may still be required to learn via the Little Wandle phonics programme. Use of the Doodle Learning programme also supports children's learning as they complete bespoke maths and English activities.

Years 5 and 6: Children should read and share books with parents/carers but should also read privately if their reading ability allows. Children should aim to read at least five per week. Children should focus on the Year 5/6 spelling rules/patterns as well as any additional spellings they may still be required to learn via the Little Wandle phonics programme. Use of the Doodle Learning programme also supports children's learning as they complete bespoke

maths and English activities. From the Spring term (January onwards), children in Year 6 will start preparing for SATs. We encourage all Year 6 children to revise at home in preparation for the reading, maths and grammar, punctuation and spelling tests. Additional materials will be provided by your child's class teacher.

The Role of Parents

Parents and carers have a vital role to play in their child's education and home learning is an important part of this process.

Parents need to discuss with their children the following questions: -

- When is it a good time to do any home learning?
- Where is the best place for home learning to be done?
- What helps concentration?
- How long should my home learning take me?
- Should I ask for help with my home learning, even when it is finishing work that started in class?
- Who should I ask for help and how much help should I expect?

It is vital that parents display a positive attitude towards home learning and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the work.

If parents have any problems or questions about home learning, they should, in the first instance, contact the child's class teacher.

Inclusion and home learning

We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child and we endeavour to adapt any task set so that all children can contribute in a positive way.

Monitoring and Review

It is the responsibility of the governing body to agree and then monitor the school home learning policy.

The policy is a working document and will be reviewed regularly.