



Home Learning Policy

Head teacher: *C. Denton*
Chair of Governors:
Next Review: Autumn
2025

Statement of intent

Pearl Hyde Primary School is a vibrant, exciting, forward thinking and safe learning environment in which children are given every opportunity to have the 'time of their lives'

We are keenly aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives due to this we have given careful consideration to making home learning well-balanced across the school. When creating this policy, we have considered our school values and ethos.

Our Values

At Pearl Hyde we show...

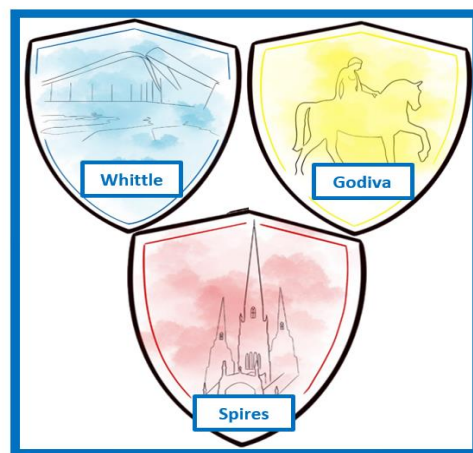
Perseverance

Excellence

Acceptance

Respect

Leadership



Activat
Go to Set

Aims

Pearl Hyde 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 via revision and reinforcement.
- 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 head teacher and governing body:

- Frequently check compliance of the policy.
- Monitor the effectiveness of the policy every year.
- Review the policy every year and make appropriate updates as required.
- Support parents with information about home learning.
- Inform new parents about the Home Learning Policy.

1.2. The role of the teacher:

- Plan and set up a regular programme of home learning for pupils on accordance with this policy
- Provide an explanation of home learning tasks should be completed 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 children who have completed home learning to the best of their ability
- Communicate with parents if there is a problem regarding home learning.
- Be available for discussion if necessary with parents and pupils about home learning.
- Ensure home learning takes equal opportunities into account and that the needs of pupils with disabilities are considered this should be done on a case by case bases and discussed with the SENco and members of SLT.

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 where possible, discussing issues with school if needed so that school can support them.
- 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.





1.4. The role of pupils:

- Take responsibility for their own learning and submit completed work in a timely manner especially as children reach upper key stage 2.
- 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.

2. Home learning Tasks – Current practice

- 2.1. At the start of each new academic year teachers will hold a welcome meeting, at this meeting parents will be informed of the homework expectation for the year. Following the meeting the information will be sent out via email so that every parent/carers has this information. If there are any changes to this throughout the year parents will be informed.
- 2.2. The amount of home learning will increase as the child progresses through school. Teachers may occasionally set extra home learning for the whole class or individuals if they feel it would be beneficial or a child/children have shown a particular interest in a topic.
- 2.3. The table below shows expected home learning. **Daily reading** for pleasure and to improve fluency is **essential** accompanied by a frequent comment in the reading record.
- 2.4. At the end of each half term every child will be given a paper copy of our Knowledge Organizers so that the children can familiarize themselves with the knowledge they will need for the following half term. In reception the Knowledge Organisers focus on the vocabulary children will learn. From year 1 upwards Knowledge Organizers outline the specific knowledge that the children will learn as well as key vocabulary. Knowledge organizers provide specific information relating to History, Geography, Art and D and T. Information about the English and math's curriculum can be found in advance on the website.

Year Group	Home learning
R	<ul style="list-style-type: none"> Phonics book to be read and practiced as much as possible A love for reading book to share with an adult Autumn Term-Math's number of the week activities linked to math's mastery following this a short math's activity Knowledge organizer as above Access to Numbots 
Year 1 and 2	<ul style="list-style-type: none"> Phonics book to be read and practiced as much as possible A love for reading book to share with an adult CPG maths book with assigned activities Weekly spellings Knowledge organizer as above Access to Numbots or TT Rockstars as appropriate 
Years 3 and 4	<ul style="list-style-type: none"> Phonics book to be read and practiced as much as possible (for some children) A book from the school or class library that is appropriate to them, which they should read each day. Weekly spellings Knowledge organizer as above Access to TT Rockstars Access to an online Library- Oxford Owl Grammar and math's activity on Century Check  

		
Year 5 and 6	<ul style="list-style-type: none"> • A love for reading book to share with an adult • A book from the school or class library that is appropriate to them, which they should read each day. • Weekly spellings • Knowledge organizer as above • Access to TT Rockstars • Access to an online Library- Oxford Owl • Grammar and math's activity on Century Check 	  

3. Absences

- 3.1. If the child is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils should be well enough to undertake work. 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.

5. Pupils with SEND

- 5.1. The school recognises that pupils with special educational needs and disabilities (SEND) may require that specific tasks.
- 5.2. While pupils with SEND may benefit from special tasks separate from the home learning received from other pupils, it is important that they also do as much in common with other pupils.
- 5.3. 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 Pearl Hyde 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.

