

Sacred Heart Hindsford R.C. Primary School

Home Learning Policy



Policy written by I. M^cDermott

Headteacher

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Accepted by Governors: *S. Travers* signed (chair)

I. M^cDermott signed (Head)

Shared with staff: Autumn Term 2024

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'With Christ as our guide,
we inspire and thrive.'

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Statement of intent

Sacred Heart RC Primary School is a vibrant, enthusiastic, forward-thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education. We believe that home learning plays an important part in education and the benefit of doing home learning must be instilled at an early age so that children can better cope with classwork, prepare for the next stage of learning and independent study can be achieved.

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(ren).
- Encourage pupils to become self-motivated and responsible for their learning.
- Support pupils in linking effort with success.
- Encourage pupils to develop the responsibility and self-sanction 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 – enabling pupils to secure learning and for it to become part of their long-term memory, which reduces their working memory from overloading during classwork.
 - Enhancing retrieval of key skills
 - Reinforcement of new skills / knowledge (phonics, maths processes)
 - Ensuring key skills and knowledge are secured to help the pupils to be ready for the next stage of learning

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 Toolkit
- Communication Plan
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy

Roles and responsibilities

The headteacher and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy **bi-annually** and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Providing parents with information about home learning.
- Informing new parents about this policy.
- Monitoring the effectiveness of inclusivity and accessibility of home learning.
- Supporting parents with access issues – when electronic home learning is set.
- Supporting parents and staff when issues arise around non-completion of home learning.

Senior Leadership Team will be responsible for:

- Ensuring all members of staff are aware of the school's Home learning Policy.
- Monitoring the effectiveness of this policy within their key stage and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have regarding this policy and the school's practices.
- Supporting parents and staff when issues arise around non-completion of home learning.

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.
- Marking home learning and giving feedback to pupils (**where appropriate**) in line with the school's marking and feedback policy.
- Not using home learning as part of any assessments – children should seek support (adults, older siblings / relatives, peers, internet support) where appropriate.
- 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 school.
- Ensuring home learning takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- ~~Rewarding quality work and~~ Praising pupils who regularly complete home learning.

Parents will be responsible for:

- Providing suitable conditions and resources for their child to complete home learning.
- Becoming involved in their child's home learning and encouraging their child to have a positive attitude towards it.
- Supporting and encouraging their child with regards to completing home learning, focussing on effort initially.
- Making sure that their child completes home learning to a high standard and on time.
- Not completing their child's home learning.
- Developing strategies for their child to use when faced with challenges – signpost to adult / sibling support, technological support
- 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:

- Making sure they understand the tasks that have been set and seeking clarification if required.
- Having a positive 'Will-do' approach towards home learning.
- Putting the same effort into home learning as class work.

- 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 responsibility for their own learning and submitting completed work in a timely manner.
- Taking pride in the presentation and content of their home learning and performing to the best of their abilities.

The school's approach to home learning

Sacred Heart RC Primary School understands that setting, marking and providing feedback on home learning is a large contributor to the workload of teachers; therefore, 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 the home learning is necessary.

All Home learning will be outlined on Google Classroom (our online platform) where pupils and parents can view home learning tasks. Some tasks will be completed online. This helps to reduce printing costs and the number of lost home learning sheets.

If a teacher has a query, senior leaders will offer guidance and support regarding the school's procedures.

Teachers will explain the school's approach to home learning to parents at the meeting at the start of the school year – Meet the Teacher Meeting.

Every term, each year group will be informed of what is expected of them with regards to home learning.

Pupils will complete their home learning using commercially purchased texts, printed worksheets and online resources / websites. If a multitude of worksheets is to be used, school will provide a folder for the children to store their work.

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

Pupils' weekly home learning activity will be designed to take account of the pupils age, ability, curriculum needs and in line with national expectations (around reading).

Home learning will be marked appropriate to the task and in line with the school's marking and feedback policy.

Parents are encouraged to promote home learning and to discuss any errors 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 the whole class if they deem it beneficial.

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

Weekly Home Learning Tasks:

Year Group	Home Learning Tasks	Time	Where ?
R	<ol style="list-style-type: none"> Home Reading Book 1 x Maths Task <i>or</i> 1 x English Tasks 1 x RE 	<ol style="list-style-type: none"> 5 mins nightly. 5 – 10 mins weekly 5 – 10 mins weekly. 20 mins half term. 	<p>Google Classroom will be used to share the weekly Home Learning Tasks. <i>Don't forget to click on hand in once completed.</i></p>
1	<ol style="list-style-type: none"> Home Reading Book 1 x Maths 1 x English 1 x RE 	<ol style="list-style-type: none"> 5 – 10 mins nightly. 15 – 20 mins weekly. 15 – 20 mins weekly. 20 mins half term. 	<p>Tasks: Websites:</p> <ul style="list-style-type: none"> Ixl – Maths and English SPaG.com – Grammar work TT Rockstars – Times Tables
2	<ol style="list-style-type: none"> Home Reading Book 1 x Maths 1 x English 1 x RE 	<ol style="list-style-type: none"> 5 – 10 mins nightly. 15 – 20 mins weekly. 15 – 20 mins weekly. 20 mins half term. 	<p>We will at times use other websites.</p> <p>Books:</p> <ul style="list-style-type: none"> CGP Maths CGP English CGP Comprehension
3	<ol style="list-style-type: none"> Home Reading Book Times Tables 1 x Maths 1 x English 1 x RE 	<ol style="list-style-type: none"> 5 – 10 mins nightly. 5 mins nightly. 20 mins weekly. 20 mins weekly. 20 mins half term. 	<p>Worksheets:</p> <ul style="list-style-type: none"> Twinkl Literacy Shed+ <p>We will at times use worksheets from other sites.</p> <p>Google Tools:</p> <ul style="list-style-type: none"> Doc Sheets Slides Quizzes
4	<ol style="list-style-type: none"> Home Reading Book Times Tables 1 x Maths 1 x English 1 x RE 	<ol style="list-style-type: none"> 5–10 mins nightly. 5 mins nightly. 20 mins weekly. 20 mins weekly. 20 mins half term. 	
5	<ol style="list-style-type: none"> Home Reading Book 1 x Maths 1 x English 1 x SPaG 1 x RE 	<ol style="list-style-type: none"> 10–15 mins nightly. 30 mins weekly. 30 mins weekly. 20 mins weekly. 20 mins half term. 	
6	<ol style="list-style-type: none"> Home Reading Book 1 x Maths 1 x English 1 x SPaG 1 x RE 	<ol style="list-style-type: none"> 10–15 mins nightly. 30 mins weekly. 30 mins weekly. 20 mins weekly. 20 mins half term. 	

Absences

If a pupil is absent from school due to illness or for medical reasons, the school will not expect the pupil to complete the work for these periods – pupils should be well enough to undertake any work supplied. If any pupil decides to complete the work, it will be marked with due consideration of their current circumstances.

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.

Where appropriate, catch-up support will be provided to absent pupils in order to help them catch-up with home learning, especially where this directly impacts on the child's current or next stage of learning.

Pupils who choose not to complete home learning

All pupils will be expected to complete home learning on time.

Teachers will keep records of pupils completing home learning which are regularly checked. If pupils fail to complete home learning for more than two weeks (dfe policy implies each week which is not manageable nor fair), teachers will contact parents to explore why the work has not been completed. Parents are expected to contact school in the first place to share any issues regarding the completion of home learning (see Parental expectations section). Where home learning isn't completed on week one, staff will discuss this with the pupil, in line with their age and ability.

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 with senior leaders and / or parents as appropriate.

Pupils who refuse to complete home learning will be sanctioned in line with the Behaviour Policy. Where appropriate, pupils will complete the set home learning work during the school day.

Marking home learning

Home learning will be marked in accordance with the school's Marking and Feedback Policy.

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, health, care plans and / or IEPs.

While pupils with SEND may benefit from differentiated tasks separate from the home learning received by other pupils, **they will also complete as much standard home learning as possible and in line with nation expectations and SEND Code of Conduct. National expectations are that tasks are adapted to support attainment rather than differentiated.**

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

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.

Monitoring and review

This policy is reviewed **bi-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 **Autumn Term 2026**.