



LADY BANKES

PRIMARY SCHOOL

HOME LEARNING POLICY SEPTEMBER 2025

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At Lady Bankes Primary School we recognise and value the contribution that learning in the home environment can make to children's education. This policy sets out the purpose of and benefits of home learning, and the guidelines we follow when setting home learning activities for our children. A working partnership between school and home enhances the educational development of the child and so helps raise attainment. We consider any help that parents feel able to offer their child(ren) at home as extremely worthwhile.

AIMS:

Our school believes that home learning should:

- Involve parents and carers in their child's education
- Have a clear learning focus
- Give plenty of opportunities for children to succeed
- Be planned by teachers alongside the other elements of children's learning
- Consolidate and reinforce a wide variety of skills and understanding in a supportive environment
- Extend in-school learning
- Be varied-not just written tasks
- Provide children with the opportunity to learn in different settings
- Reflect a range of learning styles
- Develop progressively according to the age of the children
- Encourage children to talk about what they are learning
- Encourage children to develop the self-confidence and discipline needed to study independently
- Prepare children for the transition to secondary school
- Be manageable for teachers

GUIDANCE FOR SETTING HOME LEARNING:

All Home Learning is linked to work done in class and home learning tasks can reflect each term's key question for the year group. This may consist of activities to consolidate and re-enforce what has been learnt in a lesson, or investigation work linked to the key question.

To establish a regular routine, the spelling aspect of home learning is given out and tested on the same days each week.

In Reception the children are set weekly phonics or maths tasks via Google Classrooms every Friday. These are marked or commented on before the next set of homework is issued the following week. In addition, the children are expected to read at home on a daily basis as well as learning Tricky words. They are also encouraged to use Bug Club to support their reading at home. Nursery will be provided with five suggested home learning activities every two weeks. These are optional and practical and support the children's in school learning at their appropriate level. These are shared on Google Classrooms.

At Key Stage One Maths home learning is completed on either the Mathletics website, TT Rockstars or Maths tasks provided on Google Classroom.

Maths home learning is completed on the Mathletics website at Key Stage Two to which children have individual logins.

The children's reading home learning at Key Stage One and Two is completed online using 'Bug Club'. This is individualised reading comprehension set by the teachers for each child. Home Learning is set at an appropriate level for each child so that it can be completed independently, or on occasions adult support will be required.

Teachers should ensure that the demands of home learning are manageable for all children, taking into account the need for differentiation. In the EYFS the children will be asked to complete their home learning journey every half term with some activities related to their topics.

There are five optional activities set relating to the learning being completed in class each half term in Key Stage One and ten optional activities for a term in Key Stage Two. These tasks will be available at the start of each term on the school's website and pupils should choose at least six (Key Stage Two) or three (Key Stage One) to complete relating to their classwork. Home learning is monitored by teachers regularly and feedback given.

THE ROLE OF PARENTS/ CARERS:

We believe that the support of parents and carers is essential for children to make the most of their home learning opportunities. There are many ways in which parents can help their children, for example, by-

- encouraging and supporting them;
- playing games with them, practising timetables, listening to children read;
- providing somewhere quiet for children to study away from the T.V and other distractions;
- providing opportunities for real life experience; talking, shopping, using money, telling the time, cooking, letter writing etc.

If there is a problem regarding home learning we encourage parents to get in touch with the class teacher. Similarly if we have problems we shall contact the parents.

RETURNING HOME LEARNING TO SCHOOL:

To help children develop greater responsibility for their own learning, there are clear expectations that home learning is completed regularly.

In Reception the weekly Google Classroom activities, Bug Club and daily reading tasks are monitored weekly by the teachers. The home learning journeys are enjoyed and shared with the children in all of the EYFS when they are returned to school.

At Key Stage One and Key Stage Two, a Maths task (Mathletics/TT Rockstars), spellings and Bug Club home learning should be completed weekly online and this is checked by teachers. These home learning tasks are compulsory for all children.

There is an expectation from the school that most children will complete some of the optional home learning tasks and support from parents/carers is greatly appreciated in ensuring that home learning is successfully completed and that it is also a positive and rewarding experience. Teachers will check home learning tasks when they are returned to

school. It is expected that parents inform teachers should home learning not be completed or handed in on time.

EQUAL OPPORTUNITIES:

All pupils have the right to equality of access to the curriculum. Teachers need to be sensitive to the home circumstances of children. If necessary, appropriate resources may be provided to enable home learning to be completed.

ROLES AND RESPONSIBILITIES:

Teachers are responsible for setting home learning in line with the school policy, and for providing feedback to pupils and parents/carers. Parents should be encouraged to support their child by sharing books, giving help with tasks, and where possible, by providing an appropriate space, time and resources. If a child is completing tasks independently we ask parents to check the home learning.

MONITORING:

The Senior Leadership Team is responsible for monitoring the home learning policy. They are also responsible for supporting colleagues in setting home learning, for being informed about current developments in the area, and for providing a strategic lead and direction for this area in the school.