	<h1>Home Learning Policy</h1>		
Date adopted	January 2025		
Last reviewed	January 2026	Review cycle	Annual

Rationale

Our Home Learning Policy has been created by carrying out a significant amount of research into homework and our own pedagogical beliefs; which are in line with our Teaching and Learning Policy.

- There is an established link between the home learning environment, at all ages, and children's performance in school.
- Schools and parents have a shared priority to deliver the best outcomes for their children.
- Parents and carers sharing reading books with their children should be a major component of home learning activities; activities such as playing with letters and numbers also improves outcomes for younger children.
- To ensure the activity focus is on 'learning' and not 'work' we have used the term home learning within the policy; we believe this is more positive than homework.
- All homework is optional; Homework can lead to family friction and can negatively affect children's sense of well-being.
- To improve their learning, children should enjoy a balance of learning opportunities both in and out of school.
- Children who spend time experiencing a range of after/out of-school activities (including reading and clubs) perform better at school.
- Home learning will be valued and celebrated in school.
- Celebrating the effort children have put into their learning rather than the outcome itself and so building their resilience.

Information above supported by research from Education Endowment Foundation (EEF), Times Educational Supplement (TES), National Foundation for Education Research (NFER), Department for Education (DfE)

Aims

We believe that through parents working in partnership with school to educate their children and through children engaging in meaningful home learning:

- a child develops the skills of an independent learner.
- a child builds a self-motivating and positive attitude to learning.
- a child has more opportunity to participate in worthwhile and meaningful activities.
- a child develops their self-esteem through extra-curricular experiences.
- a child can further explore the full spectrum of the school curriculum.

Parental / Carers role

The contribution parents and carers make is greatly valued. Parents and carers can help by:

- learning with their child.
- encouraging their children to talk about what they are learning at school.
- giving encouragement and guidance.
- making learning activities part of family life.
- celebrating all learning.

Strive + Aspire + Succeed

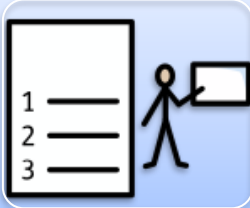
Every Child Spiritual, a Reader, Happy and Safe, a Mathematician, Creative,
a Communicator, Active, a Scientist



Home learning activities should encourage learning, in partnership between school and parents/carers.



There are clear expectations and aspirations for children and parents/carers.



Our Home Learning policy is in line with our Teaching and Learning Policy (Principles).



Home learning activities directly correlate with the learning happening in school, providing additional opportunity for recall and practice.



Home learning is not compulsory; parents/carers and children can choose to complete the tasks set. Children in Years 5 and 6 are strongly encouraged to complete the task sets, in preparation for the expectations at secondary school.

Reading at home regularly is strongly encouraged (at least 4 times per week). Reading at home is something which is acknowledged and celebrated in school. Children need support to develop the habit and love of reading. To make a difference to children's pleasure in reading, opportunities should be created to listen to stories and to read and talk informally about what has been read.

Home learning activities can be evaluated collaboratively and feedback given by a variety of people.

The marking expectation of tasks completed at home is minimal.

Children from Years 1 to 6 will have a home learning book. Home learning tasks will be detailed in this book. For children in EYFS, a suggested home learning activity will be published on the year group page on the school website each week.

Year 5 and 6 use CGP books as part of their home learning offer. These are focused on in class after they have been completed at home and additionally used as a learning tool.

What does Home Learning look like at St. Martin's?

The learning diary sticker will detail:

- weekly spellings to practise (Year 1 - Year 6). Where applicable, these include Common Exception Words, spelling patterns and links to phonics. These are progressive throughout the years in content and number of spellings provided but may also be based on individual need.
- a reading focus and, where appropriate, phonics sounds and/or common exception words
- additional reminders, notes and information related to specific year groups

Each year group has an area on the school website. This space is used to:

- provide curriculum information
- detail recommended reading books
- provide additional curriculum and year group information and resources
- link useful websites and online resources

Children have access to carefully selected online resources and activities. Children are encouraged to engage with these resources and materials regularly to practise key skills and develop fluency.

Examples of online resources we use include:

EdShed - Spelling Shed

Numbots

TTRS