

Tanfield Lea Community Primary School

Home Learning Policy



Opening Doors, Enriching Lives

Head Teacher – Mark Temple
Chair of Governors – Andrew Gladstone-Heighton

Date: September 2025

Date for Review: September 2026

Introduction

The school policy for home learning was developed and agreed by the whole staff.

Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use home learning as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

The Nature of Home Learning

It should be noted that home learning can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting home learning there are a number of points to consider:

- The nature and type of home learning changes throughout a pupil's school career.
- Amount and frequency of home learning should increase as a pupil gets older.
- Home learning should not cause undue stress on the pupil, family or the teacher.
- It will not necessarily come in the form of a written task.
- Home learning should be set regularly from Reception to Year 6.

Recommended Time Allocation

Home learning should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a home learning task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

Home Learning Tasks

Listed below are a number of example tasks and activities that might be given as home learning. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Home learning activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All home learning tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

Pre-School

A weekly dialogic reading book.

Occasionally a curriculum-based task (family photo, autumn walk, finding patterns/ numbers at home, looking for their homes on a map etc).

Reception

Dialogic reading book.

Shared reading book.

Occasionally a curriculum-based task.

Key Stage 1

Shared reading books.
Reading or Writing/Maths.
Spellings.
Topic home learning (usually at the end of term).

Key Stage 2

Accelerated Reader books.
Reading or Writing/Maths.
Spellings.
Times Tables – through Times Tables Rockstars.

Role of the Class Teacher

- To provide an explanation of home learning tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work, at a parents' meeting or at an open evening if possible.
- To set up regular home learning in an easily followed routine.
- To ensure that home learning is set consistently across classes.
- To ensure any home learning is purposeful and links directly to the curriculum being taught.
- To mark home learning when necessary and give feedback to pupils.

Role of the Head Teacher and Governing Body

- To check compliance of the policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of our home learning policy.

Role of Parents/Carers

- To support the school by ensuring that their child attempts the home learning.
- To provide a suitable place for their child to carry out their home learning.
- To encourage and praise their child when they have completed their home learning.
- To become actively involved and support their child with home learning activities.
- To make it clear that they value home learning and they support the school by explaining how it can help learning.

At Tanfield Lea Community Primary School we are very keen for parents to support and help their children with home learning. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own.

It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

General

Wherever possible staff should try to mark any home learning that is returned by pupils. This will help to give the whole process of setting and completing home learning a higher profile and status. It will also send out the message that home learning is an important and valued aspect of school life.

Marking home learning is a way of keeping track of who has completed their home learning, and giving them feedback on how well they have met the objectives of the work.

Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.

Parents/Carers who have queries about home learning should not hesitate to make an appointment to see their child's class teacher.