



Fordcombe Primary School

Home Learning Policy

Adoption Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust

Board will:

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

Review Body: Local Governing Body
Leadership Grp Responsibility: LGB
Policy Type: Non-Statutory

Adopted: Feb 2024
Date of next review: Feb 2027
Review period: 3 years

This is a level 3 Policy against the Trust Governance Plan.



Teachers at Fordcombe aim that home learning is relevant, purposeful and engaging. We aim that home learning should support the learning being done by pupils in the classroom and be achievable when working independently.

Teachers at Fordcombe set homework to:

- Consolidate learning
- Research to prepare for and more importantly to extend and enrich learning
- Revise, practise and memorise skills and learning
- Apply learning in new contexts and to new problems
- Investigate own interests stemming from core learning
- Pre-learn to ensure classroom success and participation
- Develop and nurture a link between home and school

We recognise that encouraging children and parents to work together on suitable tasks can be important in developing an effective partnership between the home and school.

For older children homework can be a way of developing study and research skills, which help to prepare them for secondary education.

Children need to develop a broad range of interests in 'in and out' of school activities, so we need to allow an appropriate amount of time for them to complete work. We recognise that we need to give the children a variety of homework, which will not only help their work in English and Mathematics, but also enrich their understanding of other aspects of life and build a motivation to learn.

Questions teachers will consider when setting home learning activities

How long is it actually taking children?

How hard or easy do children find the tasks?

Is homework set regularly?

Is homework followed up?

Do all children have access to the resources they have at home?

Is the homework regime manageable for teachers?

Marking Home Learning

Some types of homework will be marked as a class, others will be evaluated on a group or individual basis. All home learning undertaken at home will be acknowledged through a comment from the class teacher.

Parents are asked to evaluate home learning with their children: this may be done through discussion, asking questions or marking work with children. Parents are encouraged to write a comment if necessary.

Teachers will have set days for giving home learning to pupils and set days for this to be returned to school. Teachers will notify parents of these days during initial teacher / parent meetings at the start of each year.



Reading Records

In Reception and Years 1 and 2, records of reading are kept in a reading record book. When adults hear children read individually, it is recorded in this book. Comments may be written.

In Years 3 – 6, the reading record will form part of pupils' weekly home learning, encouraging pupils to reflect on their reading each week.

Expectation for completion of home learning

Pupils are expected to undertake home learning if it has been set by the class teacher. If there are a series of activities that are not completed, initially the class teacher will contact the parent to discuss this issue.

We fully recognise that there are occasions when it may be difficult to complete home learning activities and these circumstances will be taken into account when pupils are asked to complete home learning tasks set. Please ensure to speak with your child's class teacher.

Monitoring Homework

We undertake monitoring of home learning to ensure that provision matches policy and that home learning enhances classroom learning.



Home Learning by class

	Home Learning	Weekly Time allocation (including reading)
Reception	Daily Reading Sight words (RWi red flashcards) as appropriate. Home Learning Questions as appropriate for new themes / learning areas. Mathletics activities / or on paper, as the year progresses.	1 hour
Year 1	Daily Reading Weekly differentiated spellings or phonics. Activities on Mathletics/or on paper. Other activities including online.	1 hour
Year 2	Daily Reading Weekly differentiated spellings or phonics. Termly Topic-based question or enquiry. Activities on Mathletics and Times Tables Rockstars.	1 hour
Year 3 + 4	Daily Reading Weekly differentiated spellings or phonics. Weekly differentiated maths on Mathletics and Times Tables Rockstars. Termly Topic based question or enquiry. Times tables review.	1.5 hours
Year 5 + 6	Daily Reading Weekly differentiated spellings (or phonics, where appropriate). Weekly differentiated maths using Mathletics, Times Tables Rockstars, and/or worksheets aligned with the current maths topics. Spelling, punctuation and grammar activities (as needed). Times tables review (weekly). Topic based question or enquiry.	1.5 hours

