



The Diocese of Ely  
**ACT** Multi  
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## HOME LEARNING POLICY

### DOCUMENT CONTROL

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## HOME/SCHOOL LEARNING POLICY 2025/26

At Burrough Green C of E Primary Academy and Great Wilbraham C of E Primary Academy we believe that education is a life-long process. A child's education does not cease when your child leaves our school premises, learning at home is an essential part of good education.

We see the purpose of homework as being to:

- Develop an effective partnership between school and parents for each child's education, as children achieve more when teachers and parents work together
- Consolidate/reinforce key skills and understanding, particularly in English and Mathematics
- Extend school learning
- Develop confidence, independence and the self-discipline needed for personal study in preparation for secondary school and beyond
- Provide opportunities for parents and children to work together to enjoy learning experiences

For the Early Years simple games, learning spellings, and of course, reading with parents provides valuable **opportunities** for the practice/reinforcement of key skills in a supportive environment. As children get older they need to develop the habit of regularly devoting short periods of time to personal study. All children are **given the opportunity** to take part in a variety of homework tasks to enhance and support their work in class.

This homework policy is designed:

- To ensure consistency of approach throughout the school
- To ensure progression towards independence and individual responsibility
- To ensure parents/carers have a clear understanding about expectations for themselves and the pupils.
- To extend and support learning
- To provide **opportunities** for parents and pupils to work in partnership and enjoy learning experiences

The emphasis of homework activities is on the development of skills of English and mathematics. From time to time children may bring home a piece of work they have missed through absence, or for further reinforcement. Other activities are added as children move up the school. Regular reading is vital in all year groups.

It is our policy to set homework as follows:

Year Group	Approximate Time allocation	Example Activities
EYFS	5-10 minutes a day, or as often as you can – aim for at least 4 days.	Reading to parents. Maths, eg counting (practical and recording), Key Instant Recall Facts Other activities directed by the teacher Early phonics reinforcement work
Year 1	10 minutes a day, or as often as you can – aim for at least 4 days.	Reading to parents Spellings / Early phonics reinforcement. Maths linked to classroom learning and specifically targeted maths as appropriate to individual children, Key Instant Recall Facts Topic research as appropriate
Year 2/3	Year 2 15 minutes a day, or as often as you can – aim for at least 4 days a week  Year 3 20 minutes a day, or as often as you can – aim for at least 3 days a week	Daily reading to parents and/or independent reading – we encourage reading for pleasure (reading should not be an onerous task or counted in the homework time)  Spellings Tables / Number facts practice / Key Instant Recall Facts Maths linked to classroom learning and specifically targeted maths as appropriate to individual children Topic research as appropriate
Year 4/5	Year 4 and 5 45 minutes to 1 hour a week.	Regular reading– we encourage reading for pleasure (reading should not be an onerous task or counted in the homework time)  Regular curriculum homework tasks each week Maths linked to classroom learning and specifically targeted maths as appropriate to individual children. Key Instant Recall Facts Spellings/Grammar Topic research as appropriate
Year 6	Year 6 1 hour a week	Regular reading or comprehensions– we encourage reading for pleasure (reading should not be an onerous task or counted in the homework time). Maths linked to classroom learning and specifically targeted maths as appropriate to individual children. Key Instant Recall Facts Spellings/Grammar/Comprehension

		Topic research as appropriate
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All timings are approximate.

Reading to be logged in the child's reading record.

Please note: Homework tasks will vary as to the needs of the individual class and the individual child. For example you would expect a Year 6 child approaching their SATs to do more.

Some homework may be adapted so children can access it at home

**How staff at both schools support this policy:**

- By providing a range of homework tasks and activities.
- By ensuring that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability
- By communicating with parents and keeping them informed of children's progress, projects and topics studied in class and their children's individual tasks.

**How parents /carers can help to support their children:**

- Provide somewhere peaceful for children to work without the distractions of television, mobile devices, other family members and pets
- Provide a suitable place equipped with a clear table space, chair and good light
- Provide encouragement and support to children when they require it
- Support the school in explaining and valuing homework
- Encourage pupils and praise them when homework completed
- Be actively involved in the homework (particularly of younger children)
- Share with school any issues arising from homework for example by a comment in a reading record/class dojo. We are always interested in hearing how well the children completed other activities, whether they were interesting / too easy / too hard, etc

**Children have the opportunity to:**

- Tackle home tasks with a positive attitude
- Take pride in their presentation and content, acknowledging the high personal standard expected
- Be organised to look after and return books and any completed tasks on the agreed dates.

**Feedback for pupils/parents or carers and teachers**

Feedback needs to be given promptly and may be given in a variety of ways:

- Verbal response from parents or carers and teachers
- Class discussion
- Tests eg. spellings or tables
- Pupil/peer evaluation
- Teacher marking
- Presentation of work in class and/or school assembly

