



Home Learning Policy

Audience	Parents, staff, children
Co-ordinated by	Mr Hornsey
Date written / reviewed	September 2025
Date of next review	July 2028
To be reviewed by	SLT
Associated Governing Body Committee	Curriculum Committee

School vision statement

To provide an inclusive learning community where every child matters.

Aims and Expectations

Our school aims to embed the principles of BRICKS:

- Belonging
- Respect
- Independence
- Curiosity
- Kindness
- Success

School aims

- *To provide a high standard of education in a stimulating, varied environment in which children can learn effectively;*
- *To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self discipline;*
- *To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities, thus children are guided into responsibility not only for their own development but also that of the whole school family;*
- *To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum;*
- *To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds;*
- *To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.*

This policy was written and agreed in consultation with key partners – governors, staff, parents and pupils and applies to all pupils who attend this school.

Greswold Home Learning Policy

Introduction:

This policy is to enable and promote learning out of school. We value all of the supportive guidance families give to their children at home and we want to assist with this to ensure all children meet their full potential, whilst also helping parents to be a part of that journey.

Aims

- To ensure there is consistency across the school and in line with age related expectations.
- To help children take ownership of their own learning thus promoting independence.
- To develop children's motivation for and curiosity about their learning
- To promote the relationship between parents and their children's learning.

Fundamental principles:

- Home Learning helps prepare children effectively for expectations at secondary school.
- Home Learning helps to consolidate school-based learning allowing children to complete it independently.
- Reading should be part of a child's daily routine in and out of school.
- Home Learning can be utilised to help embed core maths skills, e.g. Times Tables, number bonds, etc.
- Spelling patterns and key words can be practised through Home Learning tasks.
- Promote real-life contexts so home learning tasks are more purposeful.

The role of Parents and Teachers/Staff

Teachers will:

- Provide resources and materials for weekly homework to be completed on, e.g. worksheets, folders, books, etc.
- Set Home Learning tasks which are based on learning already undertaken in class. This will help children to complete tasks independently and further embed knowledge, skills and understanding.
- Monitor completion of tasks and mark accordingly.
- Change Home Readers (School reading books to be taken home) for KS1 and Reception pupils on a weekly basis.
- Update year group pages on the school website on a weekly basis with information about Home Learning tasks.
- There is an option for pupils to complete Home Learning at Greyhounds. Staff will provide them with a suitable place to undertake this if children choose to.

Parents should understand that completion of Home Learning is essential for progress to be maintained and to embed positive learning and organisational habits. Parents should:

- provide a suitable place in which children can do their learning at home.
- support and encourage their children and reiterate the value of Home Learning.
- praise children when they have completed Home Learning tasks.
- ensure children return Home Learning by the required time.
- In Reception, year 1 and year 2, parents should comment and sign their child's reading diary at least once a week while in KS2, pupils have a reading sheet in their home learning folders which parents can sign when their child has finished a book.

Greswold Home Learning Policy

- Be receptive to feedback from teachers if Home Learning hasn't been completed on time and ensure outstanding tasks are still finished and handed in.
- Understand that additional Home Learning will not normally be set because a child has been taken out of school for the purpose of unauthorised absence.

Overview

Year	Reading	Maths	English	Other
Y6	20 mins per day	Up to ½ hour task	½ hour task which may include spelling or writing	5 additional project-based tasks spread over year Other shorter tasks covering more subjects
Y5	20 mins per day	Up to ½ hour task	½ hour task which may include spelling or writing	5 additional project-based tasks spread over year
Y4	20 mins per day	Up to ½ hour task	½ hour task which may include spelling or writing	4 additional project-based tasks spread over year
Y3	20 mins per day - own choice begins plus possible Home Reader	Up to ½ hour task	½ hour task which may include spelling or writing	4 additional project-based tasks spread over year
Y2	1 or 2 Home Readers per week plus a library book	Up to 15 min task	15 min task including spelling or handwriting	3 additional project-based tasks spread over year
Y1	1 or 2 Home Readers per week linked to Phonics plus a library book	Up to 15 min task	15 min task including spelling or handwriting	3 additional project-based tasks
R	Sharing home reader and library book	Sharing phonics, Maths challenge and wider curriculum on Tapestry		1 additional project-based task.
N	Share key text at home along with key vocabulary	Suggested Maths activities, wider curriculum and personal challenges		1 additional project-based task Nursery Bear photos

Greswold Home Learning Policy

Life Skills

Below are lists of 'Life Skills' that school has identified which we feel the children would benefit from learning at different stages of their development. These skills will be promoted in class with parents being able to support at home. The lists have been compiled using evidence-based research, however school acknowledges that it will take some children longer to master each skill.

Y6	• Walk home independently from school. • Open and lock the front door with a key. • Put on a tie correctly. • Create a routine for completing homework/Home Learning. • Actively listen to a speaker rather than waiting to speak.	Y5	• Swim 25m • Ride a bike safely on the road. • Tell the time to the nearest five minutes (both digital and analogue) • Draw a graph with a ruler. • Be responsible for their own equipment. • Understand emotional resilience and be honest about their feelings. • Take pride in presentation. • Persevere when things are hard.
Y4	• Tie own shoelaces. • Pedal a bike independently. • Drawing a table with a ruler. • Cut food with a knife when eating. • Maintain tidiness of belongings, table and cloakroom. • Actively listen by focusing on the speaker. • Undertake basic daily routines without being prompted.	Y3	• Pack a school back. • Tidy their bedroom. • Serve themselves breakfast. • Draw a straight line using a ruler. • Pay for something at a shop. • Stick things so they are straight, particularly in books.
Y2	• Hold a ruler correctly to draw a line. • Colouring within lines. • Put own car seatbelt on. • Make own bed. • Use a pair of scissors to cut along lines. • Go to the toilet at appropriate times, e.g. break, lunch, etc. • Know the names of letters.	Y1	• Colour in same direction. • Use scissors correctly and safely. • Dress themselves. • Stay balanced when scooting. • Recognise and spell their own name. • Take turns when playing a game. • Recognise and say letters of the alphabet. • Form numerals 1-10 correctly. • Handwrite letters sitting on a line. • Put hand up when wanting to speak.
R	• Hang their belongings on their peg without help. • Tidy away and put things back. • Brush teeth independently. • Put wellies on by themselves. • To play a game and understand they can't always win. • Listen to a story read aloud from a book. • Develop gross motor skills by climbing, walking up and down stairs, throwing and catching. • Develop fine motor skills using dough, pegs, pencils and scissors.	N	• Put a coat on independently. • Sit with legs crossed. • Go to the toilet when they need to. • Put shoes on by themselves. • Join in with actions and words from songs. • Begin to take turns and share resources with others.

Greswold Home Learning Policy

Holidays

No Home Learning will be set over the school holidays. However, there will be an expectation that children will continue to engage with their reading book and practise their times tables (if applicable). We would particularly encourage children to become members of their local library over the summer holidays.

Arrangements for children with specific needs

All children should be encouraged to participate in general class Home Learning. However, it may be more appropriate in some cases to set separate Home Learning in intervention groups or via differentiated means. Please discuss any such issues with the school Special Needs Co-ordinator.

Engaging with Home Learning

At Greswold we want pupil's home learning to be purposeful; building on children's learning and supporting their future progress and success.

Whilst we have made the decision to not enforce formal sanctions for pupils who choose not to complete homework, we would like to point out that the consequences of not engaging with home-learning could heavily impact children's progress, confidence and relationship with their own learning in school. By engaging with weekly Home Learning tasks, pupils are making an independent choice to consolidate their knowledge, move their skills forward and organise their time effectively. Ignoring Home Learning tasks may lead to more anxiety in school learning and increased gaps in knowledge.

Research from the Education Endowment Foundation states that over 5 months of additional progress can be attained by pupils who regularly engage with Home Learning.

It is also worth highlighting that input from both year 7 pupils and teachers has been gathered to help us to devise a policy which fully prepares children for the expectations of secondary school. This is why it's so important for pupils and families to engage with Home Learning, and its completion.

Where pupils are regularly not engaging with Home Learning tasks, the class teacher or a member of SLT may contact families to see how further support may be offered.

Project based activities

In addition to weekly Home Learning, staff will also set a small number of additional project-based tasks throughout the year. Previously, these tasks had all been creative activities. However, from now on these activities will encompass a range of curriculum areas with their primary purpose being a way of bringing families together to enjoy learning.

Learning out of school – curriculum links

At Greswold, we realise that for children to retain knowledge, skills and understanding, they may need to experience learning within a different or real-life context. This is why we use theme days, educational visits and residential visits to help supplement our curriculum offer and to embed those learning connections.

Greswold Home Learning Policy

The teaching staff are also skilled at using elements of our local environment to enable children to relate their own experiences to what they are learning in school and this is the reason for designing a website page dedicated to enabling families to share in their child's learning and explore it further. The page located in Children/Home Learning on the website contains details of places to visit locally which includes links to our school's curriculum offer and provide pupils with a real-life context in which to apply, develop and embed their learning.

Non-compulsory home learning

If pupils desire additional home learning opportunities, they can access the Home Learning page on the website for the Picture News story of the week. Picture News is usually shared in assemblies on a Monday but there are always lots of information and links for pupils to explore further.