Home Learning Policy

Reviewed July 2026

Approved by Headteacher July 2024

Next review July 2028

Introduction:
This policy outlines the expectations for the planning, preparation, delivery and assessment of home learning at Hunslet Moor Primary School. The policy has been drawn by the designated leader for Home Learning, shared with the whole staff and has the agreement of the Senior Leadership Team and Head Teachers.

Aims
Through this policy we aim to:

- Ensure that all investors are clear about the expectations of Home Learning at Hunslet Moor Primary School and their contributions to its impact
- Ensure consistency of approach to home learning throughout the school
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- To enable, empower and prepare parents and caregivers to support children in enhancing their curriculum outside of school
- To use homework to help continue raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment
- Encourage pupils and their parents to share and enjoy learning experiences
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently
- To prepare Year 6 pupils for the transition to secondary school

To achieve these aims, Hunslet Moor will provide its pupils with:

- Access to a rich, varied and age appropriate curriculum which inspires and engages its learners
- Opportunities for pupils to develop resilience, creativity and a pride in their work that they can utilise in their home learning activities
- A consistent and effective approach to setting and assessing home learning activities which empowers its learners and all other investors; which promotes the highest standard and celebrates achievements
- Promote equality and fairness to those who have barriers to learning through carefully planned provision and opportunity
- Access to the resources and information required to be successful in all tasks
- A platform for celebration and recognition; for all pupils work to be valued
- A clear and consistent method to monitoring home learning in order to continually assess the needs of our pupils

Successful Home Learning
Research shows that home learning can have the following non-academic benefits for children:

- Encouraging taking responsibility for their own learning
- Managing time effectively
- Developing study habits
- Developing creativity
- Exploring subjects and developing a love of learning
- Developing resilience and perseverance

Home learning expectations at Hunslet Moor Primary School

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

- Homework 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 expectations

Reading

- We expect all pupils from Reception to Year 6 to read at least 4 times a week for 10 – 15 minutes with an adult. We expect adults (or can be the child if in KS2) to record the reading activities daily in a child's reading record (KS1) or on Class Dojo (KS2) where it is checked by the teacher or support staff.
- Children who are accessing Read, Write Inc. phonics will take home a book that closely matches their phonic ability and aligns with the sounds being taught in school. This will be for children predominantly in Reception and Year 1.
- Children in Year 2-6 who are no longer accessing phonics will take home a book that closely matches their reading ability following the book bands we have in school.
- Pupils in Reception will be sent home books in line with the Read, Write Inc. programme when they have learnt a number of sounds and to blend enabling them to read.
- All pupils will also bring home a book to read for pleasure. This will not necessarily meet their reading ability and is an opportunity to enjoy reading or listening to a book with an adult at home.
- When reading at home to an adult, we encourage children to reread books for fluency and talk about what is happening (see Appendix 1 and 2- front sheet for homework books- parent guidance).

Spelling / Phonics

- Pupils in Reception and Year 1 will be given phonics home learning. This will form weekly sounds that will be taken from the Read, Write Inc. scheme of work in order for children to practise at home.
- Class teachers in Years 2-6 will provide the children with weekly spelling activities that are to be practised at home. These spellings will be linked to the rules they are learning in school and the curriculum spelling requirements for each year group.
- Spelling/Phonic home learning will closely match the needs of the child.

Maths

- Research has demonstrated that extensive home learning activities based around mathematics can actually hinder a child's progress in the primary years. As such only specific Mathematics home learning tasks will be set. These may include practice on key skills that will support your child in their class mathematics. The expectations for mathematics home learning are as follows:

Reception/ Year 1

- Support children with counting, forwards and backwards
- Counting songs
- Counting steps or items in the home

Year 2 –6

- Learning relevant timetables using TTRockstars (relevant times tables can be set)

Year 5 and 6

To support and prepare pupils for the End of KS2 SATs, additional homework may be set to provide children with the opportunity to further practise SATs style questions/skills. A weekly GPS (Grammar, Punctuation and Spelling) task will be set from Autumn 1.

Extended Home learning activities

Each term (or half term, depending on the year group) class teachers will send home a list of 10 extended home learning challenges. These are designed to be creative, open-ended activities that promote excitement and interest in the geography or history topics. The activities will be practical, low-cost and designed to be completed with help from family members.

Planning of Home learning tasks

To support high quality and effective home learning;

- All spellings homework will align with spelling that is being taught in school.
- All phonics homework will align with sounds being taught in school following the Read, Write Inc. programme.

- All home learning must be completed and shared at least a week in advance so that that home learning clubs can be planned and resourced for maximum impact (*This time scale may be shorter if pupils are on set 1 phonics).
- Home learning will be distributed to all pupils in school on a weekly basis. This will depend on the days of homework clubs and will be confirmed/decided by phase leaders. Parents will be notified on Class Dojo which day home learning will go home and when it is due in.

Recording of work

- All Pupils will have their own Home learning workbook.
- All pupils' home learning books will have their name, school and class on. Relevant log ons will be stuck to the inside front cover.
- Teachers will promote high expectations of presentation and use of these books.

Monitoring and marking of home learning

- Teachers will mark all home learning tasks before they are returned to the child the following week in line with the school policy.
- The home learning monitoring sheet (see appendices) must be completed weekly and alerts made in the following circumstances:
  -If a pupil forgets their home learning book once, the teacher will remind parents/ carers informally on the door and home learning book to be handed in the next day
  -If a pupil has forgotten their home learning 3 times in one term, invite the parents/ carers for a more formal discussion about the school policy, any difficulties they may be having and a reminder that home learning must be completed. This must be logged on CPOMS.
  -Parents will be notified via letter (see appendices) if a child has not returned homework on 2 consecutive weeks. This communication with parents to be logged on CPOMS and also if any actions are required, these will be logged too. A note of the letter being sent out must be made on the weekly home learning monitoring sheet (see appendices)
  - If a child has lost their book they must be supplied with a new one and expectations re-shared with parents.
  - The home learning leader will conduct regular monitoring to assess the quality of pupil work, the quality of tasks set and the quality of assessment and contributions.

Celebrating and engaging learners

To support pupil's engagement and strive to meet and exceed school expectations, teachers will celebrate home learning contributions in the weekly whole school awards assemblies.

- Teachers will mark positively, celebrating the achievements within a pupil's work
- Teachers will challenge effectively if work is not of a suitable standard for a pupil

The following awards will be allocated for exceptional home learning contributions

- DREAMS points- These will be awarded for any piece of work that demonstrates a DREAMS behaviour. Teachers will write in the marking section how many DREAMS points (maximum 2) they are awarding and which DREAMS behaviour you feel the child has demonstrated
- DREAMS certificate- For any work that is of an exceptional or improved quality, the DREAMS star of the week award can be awarded.

Roles of all investors

Role of the Class Teacher

- To set regular homework activities in an easily followed routine
- To plan engaging and high quality tasks that are;
  - Appropriate to the age and curriculum they are studying
  - Purposeful and engaging
  - Promote independence and resilience
  - Resourced well

    - Takes equality based opportunities into account
- To provide an explanation of homework tasks to all pupils that sets high expectations for all
- To provide explanations to parents when necessary and give guidance of how they might assist their child via Year group's half termly newsletter.
- To differentiate activities for SEND learners if necessary
- To provide resources to support if necessary
- To mark and monitor home learning
- To celebrate home learning in adherence to the policy
- To alert leadership of any concerns around home learning
- To ensure the home learning books have the relevant log in details stuck into the front inside cover.

The Home learning leader

- To set the expectations for home learning within school in line with the wishes of all investors
- Deliver the relevant training and briefings to all staff to ensure the best outcomes for all
- To monitor the outcomes of home learning at a whole school level in order to establish its impact and any further training need
- To co-ordinate the celebration of high quality home learning
- To manage and co-ordinate the home learning clubs to ensure our most vulnerable pupils can access the provision needed to be successful

Role of the Head teacher and Governing Body

- To check compliance of the Policy.
- To hold accountability for its impact
- To use feedback from teachers and leaders regarding vulnerable pupils to support strategy for success

Role of Parents/Carers

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

Appendix 1
Reception and Year 1 Home Learning front page

Reception/Year 1 Home Learning

Home learning is an important part of your child's learning. Please ensure they complete the following home learning every week.

Phonics (Read Write Inc.)

Your child has been learning Speed Sounds in school as part of their Read Write Inc. Phonic lessons. It is important that every week your child also practices reading these sounds at home.

Ask your child to say the sound on each page. If they struggle with this, use the picture prompt and phrase to support. Soon your child will be able to read the sound without the picture prompt. Then ask your child to read the words.

Watch the video guide to help your child practice saying the 'pure' sounds: Oxford Owl for parents at www.oxfordowl.co.uk or on www.ruthmiskin.com.

Do not use letter names as this may confuse your child.

You can also practice reading sounds they have learnt previously. At the bottom of each page there are three review words. Ask your child to say these words. Sounds with two or three letters are underlined.



Reading:

We encourage you to listen to your child reading every day for at

least 10 minutes. Please write in your child's reading record every time they read.
Once your child has learnt some of the sounds and how to blend, your child will bring home two books. One book will be closely matched to their reading ability – please spend time listening to your child reading this, encouraging them to reread the book until they become fluent.
Some key tips for reading at home:

- Do not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words before he or she reads the story.
- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically.
- Read back each sentence or page to keep the plot moving.
- Do not ask your child to guess the word by using the pictures.

The second book that your child will bring home is one that they have chosen to read for pleasure. Please read this alongside your child. Discuss what they enjoy about it and whether it reminds them of personal experiences or other books they have read.

Maths:

Every week in your child's home learning book there will be a practical maths activity to do with your child.
This will be centered on activities around number and encouraging your child to gain a solid understanding of counting, numbers facts and quick recall.

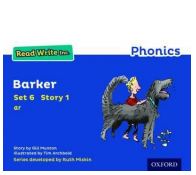
If you have any questions about home learning, please speak to your child's class teacher.

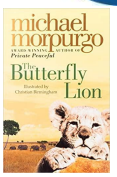
Appendix 2

Year 2 – Year 4 Home Learning front page

Home Learning

Home learning is an important part of your child's learning. Please ensure they complete the following home learning every week.





Reading:

We encourage you to listen to your child reading every day for at least 10 minutes.

Each time your child reads, please write in your child's reading record (KS1) or create a note their Class Dojo portfolio (KS2)- this can be completed by an adult or your child themselves.
Your child will bring home two books: one book will be closely matched to their reading ability – please spend time listening to your child reading this, encouraging them to reread the book until they become fluent. Ask your child questions about what they are reading. *What do they think will happen? How is the character feeling? Why has the author chosen to use that word?...*
The second book that your child will bring home is one that they have chosen to read for pleasure. Please read this alongside your child. Discuss what they enjoy about it and whether it reminds them of personal experiences or other books they have read.

Maths:

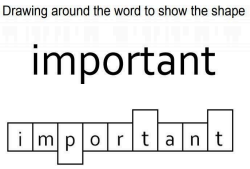
Every child from Year 2-6 has a Times Table Rockstars (TTRockstars) login.
Please encourage your child to log into TTRockstars and practise their times tables at least 2 times a week.

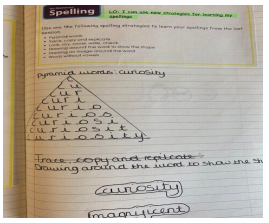
Also look out for the class battles - these will be posted on Class Dojo. If you have any trouble logging in, please speak to your child's class teacher.

Spelling:

Every week your child will bring their home learning book home with spelling homework in. This must be completed every week. This will be checked weekly by the class teacher.

This will include a spelling rule that your child has been learning in school as well as a task to support your child learning the spellings for the given rule. They will have a weekly spelling challenge in school where they will be challenged to spell words following this rule (including 5 unseen words!).



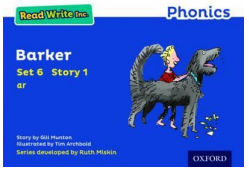


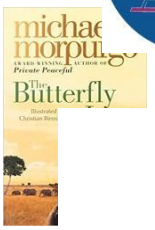
If you have any questions about home learning, please speak to your child's class teacher.

Appendix 3
Year 5

Home Learning

Home learning is an important part of your child's learning. Please ensure they c the following home learning every week.





Reading:

We encourage you to listen to your child reading every day for at least 10 minutes.
Please write in your child's reading record (KS1) every time read or create a note on their Class Dojo portfolio (KS2)- this can be complete adult or your child themselves.

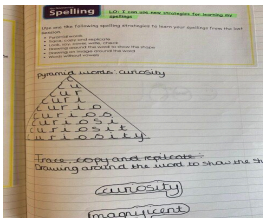
Your child will bring home two books: one book will be closely matched to their reading ability – please spend time listening to your child reading this, encouraging them to reread the book until they become fluent. Ask your child questions about what they are reading. *What do they think will happen? How is the character feeling? Why has the author chosen to use that word?...*
The second book that your child will bring home is one that they have chosen to read for pleasure. Please read this alongside your child. Discuss what they enjoy about it and whether it reminds them of personal experiences or other books they have read.

Maths:

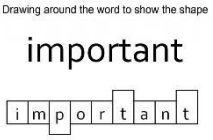
Every child from Year 2-6 has a Times Table Rockstars (TTRockstars) login.
Please encourage your child to log into TTRockstars and practise their times tables at least 2 times a week.
Also look out for the class battles - these will be posted on Class Dojo. If you have any trouble logging in, please speak to your child's class teacher.

Spelling and GPS:

Every week your child will bring their home learning book home with spelling and GPS homework in. This must be completed every week. This will be checked weekly by the class teacher.



This will include a spelling rule that your child has been learning in school as well as a task to support your child learning the spellings for the given rule. They will have a weekly spelling challenge in school where they will be challenged to spell words following this rule (including 5 unseen words!). GPS home learning will involve learning grammatical constructions and a range of word classes which will support their Writing. It will be marked in class each week.

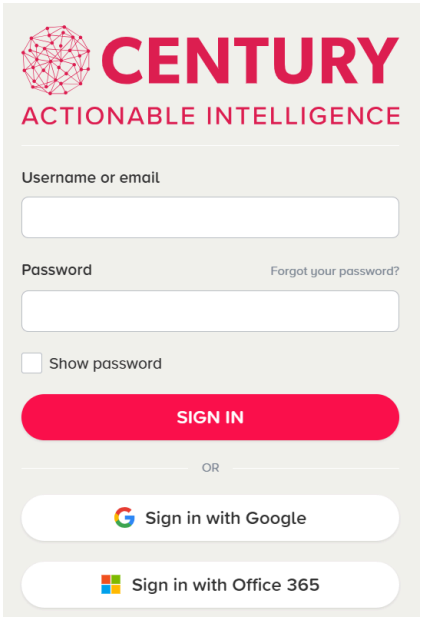


Handwriting:

At Hunslet Moor we care about your child's handwriting and presentation. Every week your child will come home with a handwriting sheet displaying the letters and joins they have been practising in class. Please encourage them to practise these on the lines provided.

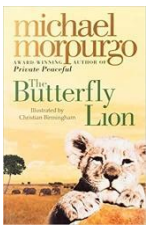
If you have any questions about home learning, please speak to your child's class teacher.

Appendix 4
Year 6



Home Learning

Home learning is an important part of your child's learning. Please ensure they complete the following home learning every week.



Reading:

We encourage you to listen to your child reading every day for at least 10 minutes.

Please create a note on their Class Dojo portfolio- this can be completed by an adult or your child themselves.

Your child will bring home two books: one book will be closely matched to their reading ability – please spend time listening to your child reading this, encouraging them to reread the book until they become fluent. Ask your child questions about what they are reading. *What do they think will happen? How is the character feeling? Why has the author chosen to use that word?...* Occasionally, in the run up to SATS, your child's class teacher will set additional reading tasks to complete on Century.

Maths:

Every child from Year 2-6 has a Times Table Rockstars (TTRockstars) login.

Please encourage your child to log into TTRockstars and practise their times tables at least 2 times a week.

Your child will also be given a Century Log in. Their teacher will set them tasks to do online each week.

Spelling and GPS:

GPS and spelling home learning will be set on Century each week.

This will include a spelling rule that your child has been learning in school as well as a task to support your child learning the spellings for the given rule. They will have a weekly spelling challenge in school where they will be challenged to spell words following this rule (including 5 unseen words!).

Handwriting:

At Hunslet Moor we care about your child's handwriting and presentation. Every week your child will come home with a handwriting sheet displaying the letters and joins they have been practising in class. Please encourage them to practise these on the lines provided.

If you have any questions about home learning, please speak to your child's class teacher.

Appendix 5

Example of Extended Home learning challenges

Autumn Term

Home Learning Year 6

Over the next 12 weeks, choose at least 5 Extended Home Learning Challenges below to do alongside your weekly home learning.

These tasks should be challenging but fun, designed to increase your understanding of your History or Geography topic. When you have completed one of them, tick it off the list and bring it to show your teacher. You do not need to do them all this term- just choose 5.

✔ **Viking Diary Entry**

Write a diary entry as a Viking child on the day of a raid, a journey, or a feast. Focus on feelings, smells, sounds, and daily life.

✔ **Design a Viking Longship (Recycled Materials)**

Use paper, cardboard, food packaging, or junk materials to design and label a Viking longship. Add at least 5 facts.

✔ **Viking Runes Message**

Create your own secret message using Viking runes. Write the translation underneath.

✔ **Viking Menu Challenge**

Create a menu for a Viking feast using foods they would have eaten. Draw it or list it and explain one dish.

✔ **Viking Fact Cards**

Make 5 small fact cards about Viking life (homes, jobs, gods, weapons, travel). These can be hand-written and illustrated.

✔ **If I Were a Viking…**

Write a short piece explaining what your life would be like as a Viking. Include job, clothes, family, and daily routine.

✔ **Viking Shield Design**

Design your own Viking shield on paper. Explain what the symbols and colours represent and why.

✔ **Viking vs Modern Life Comparison**

Create a simple table or poster comparing Viking life with life today (school, homes, food, transport).

✔ **Viking Gods Comic Strip**

Draw a 4–6 frame comic strip telling a short story about a Viking god (e.g. Odin, Thor, Loki).

✔ **Viking Map Challenge**

Draw a simple map showing where the Vikings travelled (Scandinavia, Britain, etc.) and label at least 3 key places.

Appendix 6
Home Learning monitoring- Autumn term
Class:

	Autumn 1					Autumn 2						
Name	wk 3	wk 4	wk 5	wk 6	wk 7	wk 1	wk 2	wk 3	wk 4	wk 5	wk 6	wk 7

Appendix 7
Letter to parents- home learning monitoring

Date

Dear Parent/Carer,

Homework Monitoring

At Hunslet Moor we aim to give our children opportunities to develop resilience, creativity and pride in their work through a variety of weekly home learning activities. We also pride ourselves on a clear and consistent method to monitoring home learning in order to continually assess the needs of our pupils, celebrate success and offer support where needed.

Research shows that home learning can have the following non-academic benefits for children:

- Encouraging taking responsibility for their own learning
- Managing time effectively
- Developing study habits
- Developing creativity
- Exploring subjects and developing a love of learning
- Developing resilience and perseverance

Unfortunately, we have noticed that your child _____ in class _____ has not completed all of their home learning tasks for 2 consecutive weeks. We would like to ask you to support your child this week in ensuring that the homework is returned on time. Homework is given out on _____ and expected back in on _____.

If you would like to discuss your child's home learning with your child's teacher, please do not hesitate to get in touch.

Many thanks,

Home learning lead