



HOME LEARNING GUIDELINES

At Three Bridges Primary school we expect all children to work hard during the school day. Children's time outside of school should be for relaxation, time spent with families and activities appropriate to their age and development. Nevertheless, in support of their class work we do ask children, with their parents' /carers' support, to carry out some tasks at home to practise the key skills that have been taught in school.

The purpose of home learning at Three Bridges Primary school:

- To consolidate and reinforce skills and understanding, particularly in English and mathematics.
- To develop an effective partnership between the school, parents and carers.
- To strengthen the process of learning in school and give parents a 'window' into their children's school work.
- To extend learning and provide parents and pupils with an opportunity to work together.
- To encourage pupils as they get older to develop the self-discipline needed to study on their own and be ready for secondary school.
- To support understanding, giving children an opportunity to do some pre-learning (e.g. through research of a foundation subject, topic or theme)

Children are issued with a 'Home Learning' book, in which all written homework is completed. This enables teachers and parents to see the progress of their child across the year and children can refer back to previous homework where necessary. This 'Home Learning' book should be kept in good order and should be returned to school with completed homework each week. Parents should not complete their child's homework; if pupils are unable to do the homework, despite some initial support from an adult, the parent/carer should inform the class teacher.

Marking

Teachers will not mark the homework, but it will be checked and acknowledged with initials and the date seen. This is because homework is with preparation or consolidation of class work and teachers' time needs to be spent adjusting planning and tasks in relation to children's understanding. This reflects the school's Marking and Feedback Policy.

A suggested home learning timetable for each year group:

Year Group	Time Spent	Activity
Nursery	At least once a day the child should be read to in any language. A home achievement to be shared with school per half term	
Reception & Year 1 (Autumn term)	25 mins per week e.g. 5 x 5 mins reading	Reading Review and blend speed sounds A home achievement to be shared with school per half term
Year 1 (Spring and Summer term) & Year 2	1.25 hours per week 5 x 10 mins reading 15 mins spelling/phonics 10 mins maths activity	Reading, spellings/phonics Maths activities including games
Year 3 & 4	1.5 hours per week 5 x 15 mins reading 10 mins spelling 15 mins Maths 15 mins English	Reading, spelling, literacy, maths Additional optional tasks linked to learning in foundation subjects
Year 5 & 6	2.5 hours per week 5 x 15 mins reading 15 mins spelling 15 mins x tables 15 mins literacy 15 mins maths	Reading, spelling, literacy, numeracy, Additional optional tasks linked to learning in foundation subjects

Planning for home learning:

Mathematics

Maths tasks will reinforce work carried out during the week and is planned for by teachers. Maths tasks should be planned according to the child's needs. A worked model or video example can be provided to show the child and parent how to complete the task. For older children, 2 or 3 mastery or test style questions can help them apply their learning. Further maths tasks can be accessed through a variety of named websites, as listed on the school website.

English

English tasks will also reinforce work carried out during the week and will be planned for by teachers. Spellings are differentiated and consistent throughout year group. Children's spelling is assessed in school. Each year group's spelling lists are shared on the school website.

Reading

All children are encouraged to practise reading widely. Reading mileage is as important as learning reading skills. The school recommends that children who are not yet fluent should read aloud to an adult at home daily. Children also benefit from being read to or sharing a book with an adult or other skilled reader.

Those who can read fluently should be discussing their reading to enhance comprehension and understanding with a parent/carer. Reading homework may have a focus determined by the English work for the week, for example a similar focus to that of whole class reading. Children and parents/carers can record what they have read on Boom Reader. The school actively encourages Reading for Pleasure, and this can be achieved easily by reading with their child throughout primary school. Class teachers will check Boom Reader to see how many children are regularly reading but the school accepts that parents/carers may not have time to always record reading.

Foundation Subjects

Each year group will decide at the start of the year which foundation subjects will be covered in each of terms; this will be shared with parents and carers termly. The task may be research from books or the internet for example, on a given subject, or may be a creative, designing, or making activity. The school does not expect children to produce a piece of writing for every task.

Special Educational Needs (including children in the Special Support Centre (SSC)):

Depending on the stage of the Code of Practice that a child is on, home learning might take the form of a game or may relate specifically to an aspect of the child's Individual Learning Plan. Home learning tasks should always relate to the child's experiences in school however, and should not be set in isolation. Consideration should be given by the class teacher as to whether the amount of time spent on homework may differ to that of the rest of the year group. This expectation will be shared with parents/carers.

When will home learning tasks be set?

The class teachers (and SSC teacher) are responsible for ensuring that home learning tasks are manageable for pupils, parents/carers, and teachers.

Home Learning tasks should have a regular pattern each week. Throughout the school, tasks should be set on Friday and returned **before** the following Friday, so that the teacher has the opportunity to check it. Teachers should inform the children where to leave their home learning book in the classroom.

Guidance for staff:

- Read, sign and date all written forms of home learning
- Encourage all children to carry out tasks
- Ask parents to support their child's learning by encouraging their child to carry out home learning tasks
- There will not be a consequence for child who does not complete home learning, however children who regularly do not complete home learning may be considered for a place in 'homework club.' This will also be discussed at the Termly Learning Conference.
- Teachers will provide termly data on number of children who regularly complete home learning.

The role of parents and carers in supporting pupils:

- It is the responsibility of parents/carers to ensure that home learning tasks can be completed at home
- Parents/carers should make it clear to their child that they value learning at home and give them praise for completing it
- Parents/carers should check in with the class teacher if they are concerned about their child's access to home learning.

Record keeping and monitoring:

As home learning is not compulsory, the school cannot enforce it. However, there will be a termly summary of the number of children who regularly engage with home learning tasks.

These guidelines will be reviewed at the end of Spring Term 2025.