



HOME LEARNING POLICY

2025-27

Potter Street Academy

Part of the Passmores Co-operative Learning Community

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations
- on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us
- greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their
- socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices,
- whilst respecting the views and attitudes of others.

Potter Street Academy

Home learning Policy

Read in conjunction with the Marking and Feedback Policy and Handwriting Policy.

1. Introduction

Learning at home is an essential part of good education. Regular home learning is important, since it gives pupils the opportunity to practice at home the tasks done in class, and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and, later, in adult life.

Home learning activities are an important part of the home/school partnership and all children are expected to take part in a variety of home learning tasks to enhance and support their work in class.

2. Purpose

By setting regular home learning for pupils, we aim to:

1. develop an effective partnership between the school, parents and carers in pursuing the aims of the school and the development of their child
2. encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and prepare them for the requirements of secondary school.
3. extend and support learning consolidating and reinforcing skills and understanding, particularly in English and maths
4. ensure parents/carers have a clear understanding about expectations for themselves and the pupils.

Our home learning policy is designed to:

- ensure consistency of approach throughout the school.
- provide opportunities for parents and pupils to work in partnership and enjoy learning experiences.

This policy document has been developed through consultation with staff and governors of Potter Street Academy.

3. Content of home learning

For children in EYFS and Key Stage 1, the emphasis of home learning is on developing a partnership with parents and carers and involving them actively in their child's learning. The home learning at this stage will mainly consist of short activities of different kinds such as simple games, learning spellings and number facts and, of course, reading together. This provides a very important opportunity for young children to talk about what they are learning at school, and to practice key skills in a supportive environment.

In Key Stage 2, as children get older, home learning provides an opportunity for them to develop the skills of independent learning to complete tasks. It is important that children should gradually get into the habit of regularly devoting periods of time to study on their own. By the end of Year 6 their home learning may cover a wider range of tasks and curriculum content. This will ensure that, in relation to home learning, their transition to Year 7 / secondary school is as smooth as possible.

For all children, the main focus of home learning will be on English and maths, especially reading.

3.1

Reading

Regular reading is vital. For children in EYFS and Key Stage 1 home learning mainly consists of regular reading with parents and carers and looking at books together. Maintaining regular reading practice and listening to adults read is essential throughout school and at home to support children in developing a love of reading and different literature. Children in key stage 2 should be encouraged to read for at least 20 minutes a day independently or with the support of an adult at home.

English

Most English home learning from years one upwards will be focused upon learning to spell key spellings called 'Common Exception Words.' Assessment of progress towards spelling these correctly is done in class on an ongoing basis and a more formal assessment completed in each term at school. Parents and carers are regularly informed of children's attainment in spelling.

3.2 Maths

In maths, from year one upwards, the focus will be on children learning number bonds and multiplication and related division facts.

3.3 Recommended time allocation for home learning (In addition to Reading)

Years 1 and 2	1 hour / week
Years 3 and 4	1.5 hours / week
Years 5 and 6	30 minutes a day

4. Home learning allocation across the school

At Potter Street Academy home learning will be sent home weekly via Class Dojo. Children will have a whole week to complete home learning, recognising that children have other extra -curricular clubs and parent work commitments, so a weekend is included within this.

Reception	Daily sharing a book/reading with an adult Ten minutes learning sounds/completing maths activities (including Numberbots)
Year 1	Daily reading with an adult including learning letter sounds Learning and recalling number bonds (including Numberbots) Practising spelling common exception words Spelling shed as an online platform
Year 2	Daily reading, with an adult or independently Learning and spelling common exception words Spelling Shed Learning number bonds / times tables (including numberbots and TT rockstars from Aut 2)
Year 3	Daily reading, with an adult or independently Learning and spelling common exception words Spelling Shed Learning times tables (including TT Rockstars)
Year 4	Daily reading, with an adult or independently Learning and spelling common exception words

	Spelling Shed Learning times tables (including TT Rockstars)
Year 5	Daily reading, with an adult or independently Learning and spelling common exception words Spelling Shed Learning times tables (including TT Rockstars)
Year 6	Twenty minutes or more a day reading with an adult or independently Learning and spelling common exception words Spelling Shed Learning times tables (including TT Rockstars) <i>In the spring term revision for SATs will form the main part of Y6 home learning .</i> <i>Revision of maths concepts and grammar concepts through online platforms.</i>

5. Presentation

Most home learning is done through online learning platforms which does not need recording. Our expectation is that the work children do at home is of the same standard as they produce in school. For example, children should write, if required to for a task, using the school handwriting script (see handwriting policy)

5.1 How staff will support this policy:

- by setting all home learning activities on Class Dojo or physical resources and sending this out weekly
- 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
- by giving clear instructions for each home learning activity
- check home learning through assessing children in class through quizzes, tests and ongoing assessment
- valuing and recognising effort in home learning tasks through rewarding with stickers, and house points.
- Check that all children have access to a device to complete their home learning and if not make alternative arrangements

5.2 How parents can help to support children:

- provide somewhere peaceful for children to work without the distractions of television, other family members and pets;
- sign and comment in your child's reading diary sharing information about their reading and/or for older children (in years 4,5 and 6) encourage them to write and record their reading in their own reading diary
- provide a suitable place, equipped with a comfortable chair, clear table space, good light;
- provide encouragement and support to children when they require it;
- support the school in explaining to children that home learning is valued and aids learning;
- encourage pupils and praise them when home learning is completed;
- be actively involved in the home learning of younger children in particular
- sharing photos of your child completing home learning via Class Dojo to share with your child's teacher (this is not compulsory)
- Inform us if your child does not have access to a device to complete their home learning so alternative arrangements can be put in place

5.3 Pupils are expected to:

- make full use of all the opportunities they are presented with;
- tackle home tasks promptly and with a positive attitude;
- take pride in presentation and content, acknowledging the high personal standard expected;
- take responsibility for completing tasks by the agreed day.

6. Managing Learning

Class teachers are responsible for ensuring that the demands of home learning are manageable for pupils and parents and carers. However, home learning is compulsory at Potter Street Academy and key stage two pupils regularly not completing home learning will complete this during social times with an adult.

6.1 Feedback

It is important that feedback is given to pupils, parents and carers and teachers as soon as possible. This is given in a number of ways:

- discussion in class where home learning is a part of the class work;
- through tests and quizzes such as times tables or spellings;
- pupils reviewing the work done in small groups;

Class Dojo is an ideal place for parents, carers and teachers to share comments.

As with all school activities, parents are invited to discuss any queries with their child's class teacher.

7. Meeting the needs of individuals

Home learning activities will be differentiated to meet children's individual needs, including any special educational needs.

8. Monitoring and Evaluation

The Senior Leadership Team will monitor the implementation of this policy and collate feedback from parents/carers, staff and pupils. This will be used to inform the review of the home learning policy.

This policy will be reviewed:

- as part of the school's development cycle
- every 2 years
- in consultation with staff