Claremont Primary School

A hub of educational excellence and innovation, supporting and valuing everyone

Home Learning Expectations

Responsible person	Sarah Seddon
Responsible governor	Non-Statutory (Felicia Lively, Chair of T&L)
Responsible governor team	T&L Information & Discussion
Date approved	Autumn 2026
Date of next review	Autumn 2027
Policy reference	Internal

At Claremont we believe and recognise that the diversity of our community is one of our greatest strengths and assets. We are committed to ensuring that our pupils are treated fairly, and we have carefully considered and analysed the impact within this policy to promote equality of opportunity for all and we will use our position of influence as a school to work with all stakeholders to eliminate discriminatory barriers and ensure that our pupils have a sense of shared, common belonging and understanding

Vision and Aims

At Claremont, we define home learning as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. We have a strong commitment to parental involvement and see homework as one way of developing this partnership. All children will be provided with home learning to enable them to practise skills and learning they have already done in school. Sometimes, the aim is to reinforce something done in class as a practise exercise; other times, the homework will ask children to apply their learning to a new context. At all times, however, children will not be given work to do at home that they have not learned in school unless it is a project which asks them to find out about something new, for example, to do their own project about the Romans.

Why give homework?

· It can inform parents about work going on in class;
· It can further stimulate enthusiasm for learning;
· It takes advantage of the home environment and resources and the chance for some 1:1 adult time and/or independent work;
· It can be a great source for gathering topic information to share with all the children;
· It is a great opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts;
· It helps to foster good habits of organization and self-discipline in preparation for the demands of Secondary School.

Expectations

<table>
<tr><th>Year Group</th><th colspan="3">Home Learning Guidelines</th></tr>
<tr><th></th><th>English- including reading/ phonics/ spelling</th><th>Mathematics- including times tables, problem solving</th><th>Curriculum- based project for Discover, Explore and Create</th></tr>
<tr><td>Reception</td><td>Phonics and/or Reading aloud or sharing a story daily</td><td rowspan="3">Learning with Parents – set fortnightly on a Friday.

Parents to view the introductory video by themselves or with their child and then complete up to 3 tasks with their child (off screen).

A photo of the task or a comment can be uploaded back to the Learning with Parents platform.</td><td rowspan="4">This may vary for different year groups, and will be dependent on teacher's judgement for appropriateness.</td></tr>
<tr><td>Year 1</td><td>Reading aloud daily
Weekly spellings
(Phonics are shared alongside other useful resources – can be used at the discretion of parents)</td></tr>
<tr><td>Year 2</td><td>Reading aloud daily
Weekly spellings</td></tr>
<tr><td>Year 3</td><td>Reading aloud daily
Weekly spellings</td><td>Times tables and associated division facts
30 mins weekly</td></tr>
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Year 4	Reading aloud daily Weekly spellings	Times tables and associated division facts 30 mins weekly	
Year 5	Reading aloud daily Weekly spellings	Times tables and associated division facts 30 mins weekly	
Year 6	Reading aloud three times a week Weekly spellings (using Spelling Frame)	Times tables and associated division facts 30 mins weekly	

When appropriate, SATs revision books for maths, GPS and reading may be sent home in Year 6.

Homework is set on Teams for all year groups and on the Learning with Parents platform (for maths for Years R, 1 and 2).

Homework is set in two ways: paper-based and digitally, as follows:

Paper-based	**Digitally**
Parents and carers are able to choose which method of completing homework works best for their child.	
Spellings: • Look, cover, write, check • Spelling games • Information on Supersonic Phonic Friends spelling can be found here: Claremont Primary School - English	Spellings: Websites such as Spelling Frame
Maths: • Year R, 1 & 2 using Learning with Parents • Activities are all off screen and practical	
Times Tables: • Multiplication grids • Oral practice • Associated division facts • Using the strategies from our website: Claremont Primary School - Maths	Times Tables: Websites such as Times Tables Rockstars (Year 3 up)

The children's role

The children are expected to take increasing responsibility for their homework as they move up through the school. The responsibilities they need to develop are:

- Communicating with their parents about their homework;
- Organising themselves - reading them on Teams, completing them and returning them on time;

- Making sure that they understand what is expected of them – asking if they need further explanation or help;
- Listening carefully to instructions;
- Taking care over the tasks and completing them to the best of their ability.

The parents' role

This is important that this works for each family and consideration for screen time and the impact of this is reflected in our policy.

In order to best support their children with homework, we ask parents to follow these guidelines:

- Encourage and support children with their homework, but not complete it for them unless it is a collaborative project;
- Encourage the children to become independent in organising their homework and returning it.

The teacher's role

- Provide further opportunity to extend/ consolidate learning;
- To ensure the tasks are accessible for all;
- To ensure we provide equality of opportunity;
- Provide clarity where necessary;
- Teachers are not expected to provide feedback on homework.
    - Studies show that positive praise alone does not have an impact upon attainment or progress – therefore, teachers are not expected to add to their workload by posting 'thanks' or praise-based feedback.
    - It is our policy to operate the 'no news is good news' approach when it comes to homework. Your child's teacher(s) or Teaching Partner(s) will be monitoring homework engagement in a variety of ways (e.g., weekly spelling or times tables checks. If a teacher wishes to address an issue, they will communicate that with individual parents and/or directly with the children.
        - Regarding spellings and times tables, a running record of the outcomes of the weekly spelling and times tables tests is kept and will be used to inform judgements for our three assessments in GPS and Mathematics. Teachers are not expected to provide weekly feedback to parents, as the children will receive that in an age-appropriate way in class. This information may be periodically shared in other ways, such as through our consultation system.
        - Regarding reading, the Reading Record is an opportunity for home-school communication, and is a vital tool for monitoring reading progress in the Early Years and KS1, and for those who are working below the expected standard of reading in KS2.
- Teachers will ensure that both classes in a year group are taking a similar approach.

Equality

Children with Additional Educational Needs: where appropriate children's home learning will be differentiated.

Some children are not supported with their homework at home and fall further behind because of non-completion or poor quality achievement. It is important that the children are not punished or penalised where parents lack the ability, resources, time or inclination to support their children with their homework.

To support these children:

- Efforts will be made to assist parents e.g., parenting skills, support information, (How to help your child with….) access to resources e.g., computers, individual discussions with teachers;
- Children will be encouraged to develop their own independent work routines. If unsupported in Primary School these children are likely to be even more unsupported in secondary school and will need to develop good work habits that they can sustain for themselves;
- Feedback and discussion needs to be very clear and detailed and individual as these children are unlikely to have had the opportunity to discuss their work at home;
- Class teachers will give children opportunities to complete their homework in their own time during the school day e.g., lunchtime, playtime. These sessions may be supervised by teachers or by TPs who can take their lunch break at a different time.

Our staff hope that you can support us in getting the balance right. We want to work together with you to do help your child be the best they can possibly be and reach their full potential. Whilst we support all of the above key principles, Claremont Primary School is not a school at which home learning dominates home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that home learning should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning. We hope the children are motivated by positive incentives and by the tasks themselves; discreet homework registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents. In the older year groups in particular, consequences might be deemed relevant in order to reinforce expectations and routines they will experience as they move into secondary school life. Allowing one child to opt out of doing homework whilst everyone else is expected to complete it causes bad feeling amongst a class. We therefore make it very clear that we expect everyone to be treated equally and all children are required to complete homework.