



Clinton Primary School

Policy for Home Learning

June 2026

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Home Learning Policy

This Homework Policy has been approved by the Governing Body

Definition

Home Learning consists of activities initiated by the school to be undertaken outside the class lessons. It is not an optional extra but an integral part of learning covering a range of activities appropriate to the age, ability and interests of the children. Home Learning activities include reading, learning spellings and tables, written work, investigations and activities which encourage both academic and social skills and which promote independent learning.

Rationale:

At Clinton, we aim to enable children to reach their full academic potential and recognise that extending learning beyond the school day, where parents can support their children and where important skills can be practised and reinforced, further enables this to happen. We believe that good home learning activities enable parents to enjoy a better connection with learning that takes place at school so that they can take a closer interest and reinforce a good work ethic in children and share inquisitiveness about their learning. The common goal of wanting to help children to succeed therefore helps to build stronger relationships between school and home. Home Learning should help to build confidence and self-esteem and develop, in children, greater self-discipline and a realisation of the rewards that hard work brings. In addition to this, we believe that a child getting into the habit of working at home prepares them for secondary school and later life.

Principles:

WE ENCOURAGE PARENTS TO SUPPORT THE SCHOOL BY ENSURING THAT:

- They show children that they value Home Learning and explain how it can help learning;
- Children take Home Learning, and its timely completion seriously and take pride in the work they put in;
- Children have a suitable, quiet space to complete their Home Learning;
- Children have a set routine for Home Learning that they negotiate with parents where appropriate;
- Where possible they help their children with their learning – not by doing it for them but by supporting them to do their best with it. Sometimes this might be by going over it with them once they've finished – in order to give them a chance to be independent, and sometimes this will be by sitting down with them to work on it together. A balance is best;
- No matter what age children are, read and enjoy books with them (daily where possible, particularly in the Years R up to Year 3) – discussing the characters and themes and helping them 'read between the lines'.
- Where children are older, supporting them to find books they enjoy and to develop a positive reading habit.
- If you know your child has difficulty organising themselves, you work with them to develop these skills but that you also support them with reminders;
- Where, despite their best efforts, homework is taking a very long time, to stop and write a note to the teacher to explain. Don't labour over it all night! Sometimes teachers may unintentionally set tasks that are too challenging or time-consuming.
- You attend information evenings designed to enable you to help children better with their learning at home. At a parents' evening in the first weeks of the year, teachers will explain the

approach to Home Learning taken in their classes. Reception open afternoons will share how to support with phonics, for example. There may be information about how to help with calculations in maths.

- Where children are keen to undertake extra research, or optional extensions, you support them with this enthusiasm and work ethic.

WE ENCOURAGE CHILDREN TO:

- Think of Home Learning as a great chance to improve themselves and to engage with that opportunity.
- See Home Learning as the time when they PRACTICE skills they've learnt at school.
- Think of Home Learning as something that belongs to them (their parents shouldn't have to battle with them to do it!).
- Think of Home Learning as a time to share what they've been doing at school with their parents and get their help to really understand what they've been taught.
- Be organised and responsible so that they know what they have to do, how and by when, and that they actually take it home!

SCHOOL WILL ENSURE THAT:

- Home Learning routines and timetables are established and consistently applied;
- Reading and Spelling activities are given the highest priority for home learning, with maths also prioritised.
- Home Learning set is valuable and is designed and differentiated to enable all children to practise relevant and important skills which reinforces their knowledge and skills;
- Children feel encouraged when they complete activities to the expected standard.
- Children will have their work acknowledged; *
- We are available to support children and parents where there are difficulties or issues regarding Home Learning;
- Wherever possible, Home Learning is contextualised for parents so they see how it fits into the bigger picture. It will be aptly titled. Also, where necessary it will state whether the task should be done independently or be supported.
- There is some variety in the types of Home Learning that is set but that it is always clearly explained, particularly where there is a specific method or a technical element to it.
- An appropriate amount of Home Learning is set dependent on the age of the children;
- Parents are informed if Home Learning is not being handed in by children on a regular basis;
- New parents are made aware of the Home Learning policy and expectations of their children in their particular year group.
- Any work set on the computer should follow the rationale that technology is making that Home Learning task a more effective way to learn, than an alternative activity. In addition, computer based activities should not hold back those who don't have the dexterity to achieve with it.

*To protect teacher workload, homework will not necessarily be individually marked, but it will always be acknowledged – often rewarded with positive behaviour systems. Often children will mark their own work. Where teachers have noticed that a child has found the task challenging, they will use that assessment to inform upcoming lessons.

Time Allocation

Foundation Stage

We encourage our parents to share a time of reading each day with their child. We also encourage them to spend a few minutes practising letter sounds. 'Harder to read and spell' words are sent home to support reading. Number related practise will be introduced mid-way through the year.

Year Group	Time Allocation	Subjects
Years 1 and 2	1.25 hours a week	Reading (4-5 times per week), Spellings and spelling activities; and maths. Occasionally work linked to the term's topic or theme.
Years 3 and 4	1.5 hours a week	Reading (daily), Spellings based activity, and Maths. Occasionally work linked to the term's topic or theme – or science.
Years 5 and 6	30 minutes per day	Reading (daily), Spellings based activity, and Maths. Occasionally work linked to the term's topic or theme – or science.

Home Learning and use of ICT

Home Learning will be set which children can do using the computers, in line with our internet policy. Where children do not have access to a computer or to the internet, opportunities to complete home learning tasks at school will be made available to them.

Sharing information about Home Learning

At the beginning of each year, a leaflet detailing a Home Learning schedule will be given out. In addition, parents will receive information outlining key curriculum areas for the year. Parents can use this information to support their child's learning.

The school will occasionally offer parents opportunities through workshops, information evenings and Community Education courses to demonstrate how they can best support their child's learning.

Sickness, holiday absence and illness

If children are absent due to illness we will not send Home Learning activities. We would assume the child was too ill to work. If a child is absent for a length of time e.g. to isolate with an infectious illness, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. In such circumstances the teacher should consult the Headteacher first.

It is not possible to give Home Learning when parents take holidays in term time.

Our website does provide links to useful activities which children can do at any time and parents might find this useful to extend children's learning in a range of ways.

Home Learning Badges

From Year R up to Year 6 there is a scheme which supports parents with fun activities which have a rich educational value. Where children complete an activity properly the children will receive a badge in assembly. The activities are carefully designed to be age appropriate and to offer several ways in which children can grow. They are all practical and are very varied. We would recommend parents try to do these activities with their children in order to broaden their educational diet. They can be seen in the

Home Learning section of our website. Children themselves report back that they love doing these activities.

Monitoring and Evaluation

The governing body and the headteacher will check compliance with the policy. Monitoring, through examination of planning and examination of completed Home Learning will be carried out as part of the school's continual improvement cycle. Discussions with children, staff and parents will take place in order to ensure the aims of the policy are being met.