Tattershall Primary School

Believe, Achieve, Succeed

Home Learning Policy

Start Date: October 2026

Review Date: October 2028

Signed by Chair of Governors:	Date:
Amanda Grant	15th October 2026

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Introduction

In order to design our policy on Home Learning we have consulted with families and looked at the evidence on the impact of homework from the Education Endowment Foundation (EEF) Toolkit.

The EEF Toolkit evidences that home learning for Primary School aged children is effective when schools:

- Consider the quality of homework over the quantity.
- Use well-designed tasks that are linked to classroom learning.
- Clearly set out the aims of home learning to pupils.
- Understand and address any barriers to completion, such as access to a learning device or resources.
- Explicitly teach independent learning strategies.
- Provide high-quality feedback to improve pupil learning.
- Monitor the impact home learning has on pupil engagement, progress and attainment.

Feedback from families (February 2024) has shown us that:

- The majority of families believe that reading at home has the most benefit for their child, followed closely by Maths and Spelling.
- Most families felt that up to 30 minutes of home learning per week (in addition to reading) was appropriate for their child.
- Most families could access technology to support with home learning but there were some who could not.
- Many families found that home learning sometimes causes tension at home and that finding the time to support their child to complete home learning was difficult, particularly when parents work long hours.
- Families would appreciate more guidance on how to complete some tasks and that feedback on their child's completed work was important to them.
- Families want consistency and clarity on how any rewards for completing home learning are allocated.

We have designed this policy to ensure we can have a consistent and clear approach to setting home learning, taking into account evidence and the views of our community to ensure home learning can have the best possible impact on the outcomes for pupils.

Aims

We aim to:

- Ensure we provide high quality home learning activities which are linked to classroom learning.
- Prioritise home learning which has the maximum impact on pupil outcomes.
- Ensure there is a clear, progressive approach to home learning which is appropriate for the age and stage of development for all pupils, ensuring it supports pupils to prepare for their next stage of education.
- Provide opportunities for support / extension to best meet the needs of all learners.
- Ensure pupils understand the home learning that is being set, expectations for how it is to be completed and how it has been designed to support their learning.
- Provide a range of activities and alternatives to online opportunities so that there is access for all.
- Provide support for families where particular strategies are to be used e.g. particular calculation procedures.
- Ensure pupils receive feedback on their home learning.
- Monitor the impact of home learning and adapt approaches as needed.

Approach

Tattershall 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 do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice. Children should be encouraged to discuss any problems they are having with their teacher. It is not acceptable for children to struggle excessively, causing upset at home. Obtaining parental support is of paramount importance to us.

We hope the children are motivated by positive routines and expectations, by the tasks themselves and by the positive feedback from staff and their families. If a child consistently does not complete their home learning regularly, we will discuss with parents how we may support.

Our Routines and Expectations

Pupils in Year R will access home learning via Tapestry and Reading Record Books.

Pupils in Years 1-6 will access home learning via a Home Learning Book and Reading Record Books.

Reading

As families have rightly acknowledged, reading with your child and supporting and developing a love of reading has the highest impact on pupil attainment. The Reading Framework (DFE 2023) states that:

"Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words."

This alone demonstrates the impact of reading with children on their language and literacy development. However, additionally we must never underestimate the power of sharing a book on relationships; the intimacy of this regular shared experience supports children's well-being and attachment. Therefore, we will always advocate for the importance of regular home reading with families; child-led reading and shared reading.

Child-led reading is when a child reads a book which is appropriate for their age and stage of reading. The adult will listen to their child read and celebrate their success, talking to their child about what they have read. **This should happen at least three times per week for all ages of children**.

Shared reading is when an adult or other family member shares a text which the child may not be able to read themselves to develop a love of reading. Typically, this would be a bedtime story but includes other daily reading activities such as reading instructions to games, menus, magazines and so on. **This should happen daily for Years R-2 at least.**

Guidance and support for parents can be found in our 'Parents Guide to Reading' available on our website.

Maths Number Facts and Spelling

Year R will be sent information on Tapestry each week regarding key number facts and phonemes / spellings they have been learning as well as some suggested activities to reinforce these at home. These will typically be song / play based activities.

Year 1 - 6 will be sent a Number Fact Activity and between 6 -10 spellings each week. Spellings will be linked to the stage of the spelling programme they are on. Number Fact Activities will typically be recall based and will be linked to song / rhyme / games where possible e.g. learning times tables, practicing counting forwards / backwards. Spellings will be tested each week to help inform teachers about a child's achievement and next steps. By Year 5 / 6, written mathematical homework may be sent so that children can rehearse their ability with a particular skill (e.g. formal written methods of calculation). When these are sent home, teachers will ensure children are capable of completing the work and may provide additional support for guidance at home e.g. a video link for the method. Written work will be marked in line with our school Feedback and Marking Policy.

Adaptation

Home Learning should be appropriate for the pupil's age and stage of learning as much as possible. However, it must be noted that the same level of adaptation cannot be expected for home learning tasks as they are for learning in school. Often, open-ended tasks allow for the learning to be adapted by outcome and level of support. Teachers will endeavour to make reasonable adaptations to ensure the home learning is purposeful and achievable for all pupils.

Where necessary, teachers will send guidance on task completion. For example, if pupils are asked to apply a particular calculation method, teachers may send a link to a video clip explaining how to use the method alongside the home learning itself. This will likely be posted on the class website page.

Feedback

Teachers will acknowledge completion of home learning through verbal feedback in school. Extrinsic rewards will not be given for the completion of home learning, rewards are intrinsic. Parents and pupils are always welcome to speak with teachers if they are unsure about any aspect of Home Learning. Online applications will have their own built-in feedback systems that parents and teachers will be able to view too to monitor progress.