

Sacred Heart  
Catholic Primary School



Learning in Love

## Home Learning Policy 2024-26

### Mission Statement

Guided by truth, respect and compassion; we share in building upon every individual's foundation, nurturing a love of learning in preparation for tomorrow's society, with Jesus at the heart of all we do.

Governing Body with Responsibility	Safeguarding, Community, Admissions & Ethos
Agreed by Governors on	Autumn Term 2024
Chair's Signature	
Staff Member Responsible for Review	Lorraine Dolan-Walsh
Date for Review	Autumn Term 2026

## 1 Introduction

At Sacred Heart, we believe that education is a partnership between pupils, parents and school. We acknowledge the important role of play and free time in a child's growth and development. Our home learning approach is designed to establish and encourage good home learning habits from the beginning of their school life and to complement the learning in the classroom.

Our new home learning policy is developed in connection with the school's research focus on when home learning has the most impact (when linked to what is being learnt in class and consistent feedback. EEF Research). Feedback on home learning was a development point from our parental survey June 2022.

## 2 Intent

- Ensure that parents and carers are clear about what their child is expected to do
- Ensure that there is consistency across the school
- Use Home learning as a tool to help to complement existing classroom practice and continue to raise attainment.
- Practice or consolidate basic skills and knowledge especially in Maths and Literacy
- Provide opportunities for parents/carers and children to work in partnership
- Encourage pupil independence and for pupils to establish good and regular patterns of home learning across their school life, in readiness for transition to Secondary.
- Provide clear regular feedback and acknowledgement to children/parents and carers.
- Our home learning approach has been informed by EEF Research principles below;

EEF Research - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

'The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The studies reviewed with the highest impacts set homework twice a week in a particular subject. Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.' Therefore, at Sacred Heart based upon EEF research we have considered these 'active' ingredients to our approach, alongside feedback from our June 2022 parental survey;

- We aim to provide quality of homework over the quantity.
- Use well-designed tasks that are linked to classroom learning.
- Clearly setting out the aims of homework to pupils and parents.
- Understanding and addressing any barriers to completion, such as access to a learning device or resources.
- Explicitly teaching independent learning strategies.
- Providing high-quality feedback to improve pupil learning.
- Monitoring the impact homework on pupil engagement, progress and attainment.

## 3.

## Time Allowance

Year	Home Learning	Weekly total time	Given Out	Due Back	Assigning	Feedback
Nursery	Daily Reading	15mins + reading	Daily	Diaries checked twice weekly	Reminders on Tapestry and diaries	Directly to children, reading diaries, Parents' Evening.
	Phonics (from Phase 2 onwards)		Thursday	Tuesday		
	Chilli Challenge Grid (Maths, Eng or Topic)		Shared half termly	Weekly		
Reception	Daily Reading	25mins + reading	Daily	Diaries handed in each day	Reminders on Tapestry and diaries	Directly to children, reading diaries, Parents' Evening.
	Phonics (from Phase 2 onwards)		Thursday	Tuesday		
	Chilli Challenge Grid (Maths, Eng or Topic)		Shared half termly	Weekly		
Year 1	Daily Reading	45mins + reading	Daily	Diaries checked twice weekly	Reminders on Google Classroom stream and diaries	Directly to children, reading diaries, Parents' Evening.
	Spellings		Monday	Following Monday	Allocated on Google Classroom	In small spelling book with weekly test and score
	Maths Fluency - Numbots		Weekly	Checked weekly		Automatic feedback online.
	English in English homework book		Thursday	Following Monday		In English homework book – marked weekly.
Year 2	Daily Reading	55mins + reading	Daily	Diaries checked twice weekly	Reminders on Google Classroom stream and diaries	Directly to children, reading diaries, Parents' Evening.
	Spellings		Monday	Following Monday	Allocated on Google Classroom	In small spelling book with weekly test and score
	Maths Fluency - Numbots		Weekly	Checked weekly		Automatic feedback online.
	English in English homework book		Thursday	Following Monday		In English homework book – marked weekly.

<b>Year 3</b>	Daily Reading	<b>1hr 20mins + reading</b>	Daily	Diaries checked twice weekly	Reminders on Google Classroom stream and diaries	Directly to children, reading diaries, Parents' Evening.
	Spellings		Monday	Following Monday	Allocated on Google Classroom	In small spelling book with weekly test and score
	Maths Fluency - TTRS		Over each week	Checked weekly		Automatic feedback online.
	English in English homework book		Thursday	Following Monday		In English homework book – marked weekly.
<b>Year 4</b>	Daily Reading	<b>1hr 30mins + reading</b>	Daily	Diaries checked twice weekly	Reminders on Google Classroom stream and diaries	Directly to children, reading diaries, Parents' Evening.
	Spellings		Monday	Following Monday	Allocated on Google Classroom	In small spelling book with weekly test and score
	Maths Fluency - TTRS		Over each week	Checked weekly		Automatic feedback online.
	English in English homework book		Thursday	Following Monday		In English homework book – marked weekly.
<b>Year 5</b>	Daily Reading	<b>1hr 50mins + reading</b>	Daily	Diaries checked weekly	Reminders on Google Classroom stream and diaries	Directly to children, reading diaries, Parents' Evening.
	Spellings		Monday	Monday	Allocated on Google Classroom	In small spelling book with weekly test and score
	Arithmetic Quiz		Tuesday	Friday		Automatic feedback online.
	Maths		Thursday	Tuesday		Online feedback from class teacher
	SPAG Quiz		Wednesday	Monday		Automatic feedback online.
	English in English homework book		Wednesday	Wednesday		In English homework book – marked weekly.
<b>Year 6</b>	Daily Reading	<b>2hrs + reading</b>	Monday	Monday		Reminders on Google Classroom stream and diaries
	Spellings		Tuesday	Friday	Allocated on Google Classroom	In small spelling book with weekly test and score
	Arithmetic Quiz		Thursday	Tuesday		Automatic feedback online.

	Maths		Wednesday	Monday		Online feedback from class teacher
	SPAG Quiz		Wednesday	Wednesday		Automatic feedback online.
	English in English homework book		Daily	Diaries checked weekly		In English homework book – marked weekly.

### Daily Reading

Parents and carers who wish to give their child(ren) the best start in life are likely to read daily with them, whenever possible. We encourage parents and carers to make this a special time together, one which deepens family bonds through shared experience and develops a love of reading. Throughout the year there are opportunities for parents to learn more about phonics (the building blocks of reading) to reading for pleasure. We also encourage parents/carers and children to visit our library sessions after school.

All children have a reading diary and home reading book suitable for their current attainment. Reading diaries must be signed by an adult at home every time the child reads. Diaries will be handed in and checked by adults as follows:

EYFS: At least three times a week

KS1: At least twice a week.

KS2: At least once a week.

At the start of a new half term, children will receive a whole school home learning sheet with a selection of activities linked to the core values. These will be due in before the next holiday and the best examples of these will be displayed in the school hall.

#### 4. Home learning activities and methods

- EYFS (Nursery and Reception) use Tapestry as an interactive platform for observations, shared learning and home learning.
- KS1 – KS2 – All English/writing home learning will now be sent home via an exercise book.
- KS1-KS2 – Google Classroom is used as a home learning platform.
- KS1 – Years 1 & 2 will also use Numbots and Years 2-4- will use Times Table Rockstars to support mathematical fluency in home learning.
- UKS2 – Years 5 and 6 will be set home learning via Google Classroom and writing home learning books.

Class teachers must ensure that all pupils/families are engaging. 100% of families should be engaging. In certain circumstances, we will need to send home the homework and a homework book. Please seek Phase Leader support before using this option.

### 5. Marking expectations

#### EYFS

All home learning is acknowledged and commented on at least once per week via Tapestry.

#### KS1 & LKS2

Spellings are marked after the weekly test and sent home weekly.

Maths Fluency (Numbots/TTRS) is live marked via the platform.

English homework is acknowledged once per week (book).

#### UKS2

Spellings are marked after the weekly test and sent home weekly.  
Arithmetic & SPAG Quiz is live marked via the Google Classroom.  
English homework is acknowledged once per week (book).  
Maths homework is acknowledged once per week via Google Classroom.

## **6 Inclusion**

6.1 We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

6.2 If any child needs additional support, either in the form of resources or time, the teacher will endeavour to provide these so that no child is disadvantaged. This includes the use of technology: teachers will provide children with devices if necessary to complete activities.

6.3 Pupils who consistently are not completing home learning will be supported by class teachers and phase leaders to identify any potential barriers to following this policy.

## **7 Parents and Carers**

7.1 Parents and carers have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents and carers to encourage their child to complete the tasks that are set.

7.2 We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good learning space at home, by enabling their child to visit the library regularly and by discussing the learning that their child is engaged in.

7.3 Ideally parents should read with their children every day (especially in EYFS and KS1) to help them develop a love of books and stories and help them to grow in confidence. We ask parents and carers to sign their child's Reading Record to show that they have heard their child read and discussed their books with them.

7.4 We also understand that on occasion due to a range of exceptional circumstances such as illness, special family events etc., homework may not be completed and handed in on the date due. We encourage our parents to communicate directly with your class teacher in these instances.

7.5 If parents and carers have any questions about home learning, they should contact the child's class teacher.

## **8 Use of Technology**

8.1 The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet. The use of technology including the Internet has made a significant contribution to the amount of reference material available in many homes, and the ease and speed with which it can be accessed. Please refer to the e-safety guidance on our school website and attend the e-safety meetings at school whenever possible.

8.2 Pupils are expected to demonstrate their understanding of new learning in an original way e.g. not copying or paraphrasing from the internet.

### **Monitoring and review**

9.1 There will be a parent survey carried out at the end of the year and this policy will be reviewed with regard to feedback from the survey and staff and governor (Learning and Teaching sub-committee) input.

9.2 It is the responsibility of our governing body to agree and then monitor the school home learning policy. This is done by the Learning and Teaching sub-committee of the governing body.

