Our motto is: 'Let your light shine… as you grow', (inspired by Matthew 5: 15-16)
Our vision is: 'We nurture our pupils to be the best they can be in every way - in an inclusive and supportive environment, rooted in Christian teachings.'

ST MARY'S C.E. (VA) PRIMARY SCHOOL

HOME LEARNING POLICY

At St. Mary's, home learning is structured around weekly targeted tasks designed to support and reinforce the learning taking place in school. These tasks focus on key areas that have the greatest impact on academic progress: reading, phonics, spelling, times tables, and arithmetic.

While children are expected to receive support at home when needed, increasing independence in completing home learning is encouraged by the end of Key Stage 1.

Aims:

We see the aim of home learning as:

- support your child's progress in reading, phonics, spelling and times tables/arithmetic
- reducing end of KS2 SATS pressures
- offering opportunities to extend your child's learning
- cementing the relationship between home and school – involving parents in their child's learning
- fostering good habits of organisation and self-discipline in preparation for the demands on secondary school.

Home learning at our school:

Whilst we support all of the above key principles, St Mary's 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.

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.

We hope the children are motivated by positive incentives and by the impact the tasks have on their confidence and progress within school. School staff are available to support parents if home learning is becoming a challenge and support can be put in place, such as teachers monitor tasks weekly.
Children with special educational needs and/or disability may have reasonable adjustments related to home learning. These adjustments will be made in collaboration with the class teacher, parents/carers and the Inclusion Leader.

Our routines and expectations – Reception to Year 5:

Spellings/Phonics (Y1-5) are given out weekly on a Friday and pupils are expected to complete the given tasks associated with is the week's specific learning aims by the following Friday.

Year 1 are given weekly maths-based activities on a Friday and pupils are expected to complete the given tasks associated with is the week's specific learning aims by the following Friday.

Pupils (Y2-4) are expected to complete a times-tables work sheet on a weekly basis for a test the following Friday. Pupils will be given targeted work sheets on the times-table(s) they are being tested on.

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Year 5 pupils will be given targeted arithmetic learning each Friday to completed by the following Friday in preparation for Year 6. The Year 5 class teacher will provide information on this, as requested.
Teachers may, on occasion, offer targeted learning to individuals (at their discretion and when deemed appropriate) but as a whole, teachers will not give out extra work. Teachers can however guide to extra support materials such as workbooks.

Our routines and expectations – Year 6:

After receiving feedback from our local secondary schools around children's self-organisation, St Mary's made the decision to prepare our Year 6s to be able to organise their own homework schedule. With this and the lead-up to SATs in mind, the level and format of homework in Year 6 is different. Pupils are given access to an online platform called SATS Companion. A targeted maths and reading task are set on the online platform each Friday, to be completed by the following Friday. This will be monitored online by the class teacher. In order to foster independence, the children can also access a wide range of revision activities for maths, reading, SPAG and science to help progress their own learning.
The pupils are also given a chance to complete their tasks in a Year 6 homework club during one lunchtime per week (day at the teacher's discretion*). If it is the first time a pupil has not completed the homework, they will be given the weekend to complete the task. If it becomes a regular occurrence, pupils will asked to complete the tasks during break or lunchtime time at school.

PLEASE NOTE: ALL WORK MUST BE COMPLETED IN PENCIL

Reading:

Reading is the key to all learning so it is expected that all pupils will read independently or with an adult at home at least 5 times per week but preferably on a daily basis.

Reception	5-10 minutes
Years 1 & 2	15 minutes
Years 3 & 4	20 minutes
Year 5 & 6	30 minutes

Expectations:

If pupils fail to complete the work, then an initial conversation will be had, a letter will be sent home making parents/carers aware that homework was not brought in on the set date and a set extension time will be given (usually an extra weekend).

If home learning is still not completed, then pupils will be expected to complete the missing tasks within school time; this will include break or lunchtime in-line with our Behaviour Policy.
If a child consistently fails to complete and return tasks, parents will be invited in to discuss this further with the class teacher.

Persistent non-completion of home learning will be referred to the Key Stage leader and then Deputy Head and/or Headteacher for further investigation.

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Holidays:

It is our policy not to give home learning over the holidays and half term breaks. The exception will be at the class teacher's discretion where extra work would be beneficial.

If you take holiday during term-time, something we actively discourage, parents may not request work from the teacher. We suggest that parents organise a holiday diary.

What to do if you have concerns:

If you find the home learning inappropriate for your child, if they lack interest or if you are concerned that home learning is given inconsistently, please talk with your child's teacher in the first instance.

Policy Review Cycle – 2025 to 2028