



Home Learning Policy

Originated by:	Mrs H Ashe
Reviewed by:	Mrs Lucy Smith
Review date:	March 2026
Distributed to:	All staff
Distribution date:	March 2026
Adopted at Governors' Meeting	12th March 2026
Signature of Chair of Governors:	
Next review date	Spring Term 2027

What is Home Learning?

At Barrow, we define “home learning” as any work or activity that pupils are asked to do outside of lesson time, either on their own or with parents or carers. The work may be set by teachers or parents or generated by the pupil themselves.

The Purpose of Home Learning

- To develop an effective partnership between the school and parents and carers in pursuing the aims of the school
- To consolidate and reinforce skills and understanding in Mathematics and English
- To take full advantage of the learning environment at home
- To extend school learning, for example through additional reading and research
- To encourage pupils to develop the confidence and self-discipline needed to study independently
- To inspire and stimulate new learning and interest in school topics and themes

Our Approach to Home Learning:

- Ensure consistency and continuity of approach throughout the school
- Ensure progression towards independence and individual responsibility
- Ensure parents/carers have a clear understanding about expectations from themselves and the pupil
- Ensure the needs of the individual are taken into account
- Extend and support the learning experience via reinforcement and revision
- Provide opportunities for parents, pupils and staff to work in partnership
- Provide opportunities for parents and pupils to work together to enjoy learning experiences

For our Home Learning policy to be effective, teachers, parents and pupils must be committed to working in partnership. Any work undertaken must be valued and appropriate feedback given.

SEND

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. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

Home Learning Guidelines

The type of home learning tasks and the amount of time required to complete them are at the individual class teacher’s discretion. Home learning will often be used to recap - and develop - children’s learning from the preceding week.

On occasion, ‘Whole School Home Learning’ activities may be set, where there is a common theme or event spanning all year groups or if the children are contributing to a wider project. E.g. A challenge to contribute to the design of a new school logo or a school value art and craft activity.

Home learning is an important extension of classroom learning. It helps to cement the ideas that children learn at school, helping things sink in further and expanding their knowledge. Home learning can take various forms, consisting of:

- Solving problems of a mathematical or scientific nature.
- Answering a series of questions.
- Writing creative prose and short stories.
- Keeping a journal of holiday or weekend experiences.
- Preparation for a test, such as a spelling test, where you need to learn certain word spellings.
- Looking things up on the Internet to improve research skills.
- Finding things out about themselves or their families
- ‘Show what you know’ tasks, which allow children to share their learning in whichever way they choose and include whatever information they are confident in sharing.

Typically, alternate weekly home learning tasks for Years 2-6 will comprise:

- One piece of maths or English work (to be completed on Google Classroom)
- Consolidation of phonics or spelling patterns/grammar from that week
- Daily reading
- Times tables practice for years 4,5,6

For Years 2-6, home learning is sent on Fridays and is expected in on the second subsequent Friday. Reception and Year 1 send weekly phonics home learning to communicate home the weekly phonemes learnt in class that week.

Home learning tasks are sent home on our Google Classroom platform. Children are expected to complete the tasks set and upload evidence of their home learning by taking photos or uploads of their work and ‘turning’ them in.

Home Learning Expectations

See appendix 1 for our home learning expectations. This overview shows the progression of home learning from Reception through to Year 6.

Home Learning in EYFS

Children in Reception are not expected to complete specific home learning tasks or learn spellings but rather they are sent resources home to consolidate what they have learnt in class. These are often weekly phonemes, tricky words phonics or number-based learning activities to practice at home. These might be presented in the form of flash cards or laminated writing practice packs.

As with the rest of the school, Early Years tasks are set on Google Classroom. Children in Early Years are expected to submit evidence of their work on Tapestry; in each child’s learning journey.

Home Reading

It is expected that children read at home on a regular basis, with the guidance being at least 3/4 times per week. Children’s reading activity at home should be recorded in their reading log book, which is sent home every day. School staff will ensure that children have the opportunity to change their reading books once they have completed them at home. School reading books are usually changed twice a week in school.

We have a reading raffle where children are rewarded for the number of times they have read at home with an adult.

In children's reading log books, parents can find 'reading domains' which will support parents reading with their child at home so they can pick a reading focus when listening to their child read (see appendix 2).

Half Term/Holiday Home Learning

Children can be set half term or holiday tasks, which will contribute to the start of a new topic/theme/value. These will often be festival or competition-based challenges and typically involve a creative activity. These are designed to allow children to explore, experiment and find a solution to the brief with support from their parents/carers.

Responsibilities in Respect of Home Learning and the Home Learning Policy

The Headteacher will:

- Promote the Home Learning policy to staff, parents and pupils.
- Monitor and evaluate the efficiency and effectiveness of the policy.

The Class Teachers will:

- Set regular home learning activities which will include both practical and written tasks
- Provide adequate and appropriate feedback to pupils through praise and encouragement, marking or testing (as appropriate).
- Set high expectations of pupils in completing home learning.
- Provide further learning opportunities through the home learning log such as links to online research or learning games.
- Keep a running record of frequency of hand in and quality of home learning.

Parents and carers should:

- Provide a suitable place where your child can do their home learning, somewhere reasonably peaceful, with supervision if appropriate.
- Make it clear to your child that you value home learning, and support the school in explaining how it can help raise attainment.
- Ensure and check that tasks are completed on time and to a suitable standard.
- Encourage pupils and praise them when they have completed home learning task
- Communicate with school via the home learning book or directly as appropriate. This can be achieved through designated 'parent comment' boxes on the home learning log.
- Contact the child's class teacher if they have any questions or concerns regarding home learning.

Pupils should:

- Be responsible for taking care of the home learning book
- Do their best to complete task as instructed
- Ask for help as appropriate

Home learning should benefit teachers, pupils and parents by providing support and information to enable pupils to build confidence and make progress.

Monitoring and review

- Termly monitoring of home learning will be carried out by the Senior Leadership Team. Principally, monitoring will be focused on:

- ☐ Types of tasks set by teachers
- ☐ Quality of marking and feedback by teachers
- ☐ Level of pupil engagement
- ☐ Level of parent engagement

It is the responsibility of our governing body to agree and then monitor the school home learning policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire during the school's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or between OFSTED inspections, by any parent. Our governing body may, at any time, request from our Headteacher a report on the way home learning is organised in our school.

Appendix 1 – Home Learning Expectations

<p>Year 1</p>	<p>Daily reading</p> <p>· Phonics & common exception words as introduced each week in class</p>	<p><u>Weekly</u></p> <p>Sent home Friday– Due on the following Friday</p> <p>(1 week)</p>
<p>Year 2</p>	<p>Daily reading</p> <p>Spelling activity</p> <p>Maths activities</p>	<p>Sent home Friday– Due on the subsequent Friday</p> <p>(2 weeks)</p>
<p>Year 3</p>	<p>Daily reading</p> <p>Spelling activity</p> <p>Grammar or Maths activity (alternate weeks)</p> <p>Times tables Rockstars practice (as often as possible)</p>	<p>Sent home Friday– Due on the subsequent Friday</p> <p>(2 weeks)</p>
<p>Year 4</p>	<p>Daily reading</p> <p>Spelling activity</p> <p>Grammar or Maths activity (alternate weeks)</p> <p>Times tables Rockstars practice (as often as possible)</p>	<p>Sent home Friday– Due on the subsequent Friday</p> <p>(2 weeks)</p>
<p>Year 5</p>	<p>Daily reading</p> <p>Spelling activity</p> <p>Grammar</p> <p>Maths activity</p> <p>Times tables Rockstars practice (as often as possible)</p>	<p>Sent home Friday– Due on the subsequent Friday</p> <p>(2 weeks)</p>

Year 6	Daily reading Spelling activity Grammar Maths activity Times tables Rockstars practice (as often as possible)	Sent home Friday– Due on the subsequent Friday (2 weeks)
---------------	---	--

Appendix 2- KS1 & KS2 Reading Domains

Key Stage 1
Content Domains
for Reading

Please use these question prompts when reading with your child. They can help you to focus on a particular skill.

1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?

1a: Draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why? - The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/ lonely/bitter etc? Can you find those words?
- Which words and /or phrases make you think/feel...?

1d: Make inferences from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

1c: Identify and explain the sequence of events in texts

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/ chapter headings from the story --
- =Make a table/chart to show what happens in different parts of the story
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

1e: Predict what might happen on the basis of what has been read so far

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?
- What do you think will happen to the goodie/baddie/main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?
- How is character X like someone you know? Do you think they will react in the same way? ?

Key Stage 2

Content Domains

for Reading

Please use these question prompts when reading with your child. They can help you to focus on a particular skill.

2a: Give/explain the meaning of words in context

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe - What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?

2b: Retrieve and record information/ identify key details from fiction and non-fiction

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book? □ - Where in the book would you find...? □
- What do you think is happening here?
- What happened in the story?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and /or phrases do this? - What part of the story do you like best?

2d: Make inferences from the text/ explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them.

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. - Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks, dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/ envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/ bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Who do you think this information is for?

2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ... happy /sad/angry/ frustrated/lonely/bitter etc?
- Has the writer been successful in their purpose or use of language?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

EQUALITY IMPACT ASSESSMENT

Part A :- SCREENING EIA							
General Information							
1. Title of the policy or practice being assessed:							
Home Learning Policy							
2. Aim(s) of the policy or practice being assessed:							
At Barrow, we define “home learning” as any work or activity that pupils are asked to do outside of lesson time, either on their own or with parents or carers. The work may be set by teachers or parents or generated by the pupil themselves							
3. Type of policy or practice being assessed:							
Existing				Proposed			
✓							
4. Name of person responsible:							
For the policy or practice				For completing this EIA			
Lucy Smith				Lucy Smith			
5. Which members of our school community are affected/likely to be affected by the policy or practice?							
Pupils	Staff	Parents and carers	Governors	School volunteers	Visitors to the school	Other –	
✓	✓	✓	✓	✓	✓	✓	
6. Does or could this policy have a negative impact on any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X
<i>Undertake a full EIA if any answer is ‘yes’ or ‘not sure’.</i>							
7. Does or could this policy help promote equality for any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X

Undertake a full EIA if any answer is 'no' or 'not sure'.

Any adverse impacts are explored in Part B :- the Full Impact Assessment below.

Part B :- FULL EIA			
1. Identify the aims of the policy and how it is implemented. <input type="checkbox"/> <input type="checkbox"/>			
2. Assessment of impact (with regard to protected characteristics)			
Protected Characteristics	Assessment of impact	Consideration of alternative measures or adjustments.	Consult
Age			
Disability			
Gender			
Gender identity			
Pregnancy or maternity			
Race			
Religion or belief			
Sexual orientation			
3. Monitor for adverse impact in the future <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
4. Publication of results of the impact assessment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

Part C :- EIA ACTION PLAN
Actions recommended as a result of this impact assessment.

Issue/Objective	Action required	Lead person	Timescale	Resource implication